2020 VISION 2.0:
Sharpening our focus on our future

Progress Report

2019-20

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From the Chancellor

Since it's inception in 2012, the 2020 Vision Strategic Plan has guided Western Carolina University, with strong support by our faculty, staff and students. The revised 2020 Vision 2.0 plan was approved by the WCU Board of Trustees in June 2018, and implemented in September 2018. This is the second report detailing progress towards achievement of the revised strategic plan initiatives. Despite the unexpected challenges WCU continues to face, we celebrate strong progress made, with 8 completed initiatives, and 55 of the 72 strategic initiatives at least 50% completed.

In this report, you will find information on the status of each goal and initiative including progress made since August 2018. My gratitude goes out to the entire WCU community, who are the driving force behind the achievements described herein.

This year's highlights include:

- Record enrollment of 12,167, and the second straight year first time freshmen enrollment has exceeded 2,000 students.
- An additional $6,295,022 raised for scholarship support.
- Fulfillment of the final $16.5 million installment for replacement of the university steam plant.
- Allocation of $1.29 million to address critical salary compression and inversion issues for faculty and staff.
- Establishment of the new African American Studies minor, with the hiring of program director, Dr. David Walton.
- Inclusion of diveristy content in more than 30 liberal studies courses.
- Participation of over 6,500 students in DegreePlus events featuring Cultural Responsiveness or Professionalism.
- Sixty-three percent growth in student internships.
- Growth in service-learning opportunities, including 102 service-learning courses and 50 co-curricular service programs.
- Mountain Heritage Center cultural programs featuring the Latinx community in North Carolina, and the African American experience in Western North Carolina.
- Significant regional business support through the Small Business Technology and Development Center, which assisted 373 clients, providing 3,398 hours of service.
- The second annual Outdoor Economy Conference, with 530 participants from 14 states, more than doubling the attendance of the first conference.
- A 122% increase in professional development and continuing education programs, and a 45% increase in Life@WCU membership, for adults over the age of 50.
- A total of 19,838 recorded community engagement activities by university faculty.

I'm very proud of what has been accomplished this year. We celebrate our progress and look forward to the opportunities ahead.

Sincerely yours,

Kelli R. Brown
Chancellor

Strategic Direction 1: Academic Excellence

Accomplishment Highlights

- **Mountain Heritage Center Cultural Exhibits** - The Mountain Heritage Center (MHC) expanded programming by hosting events and exhibits on and off campus including the Al Norte Al Norte exhibit on the Latinx community, All God's Children: the African American Experience in WNC. In addition, the MHC spearheaded an upper level Biology class' research and exhibit on regional butterflies installed in the local public library in Sylva, NC.

- **Small Business Technology and Development Center assistance** - In fiscal year 2020, the Small Business Technology and Development Center (SBTDC) of the College of Business assisted 373 clients, spending 3,398 hours in the 14-county region. The SBTDC also helped clients gain access to $24.02 million in capital to start, sustain, or grow their businesses.

- **Growth in service learning opportunities** - In 2019 the Center for Community Engagement and Service Learning (CCESL) faciliated significant service learning opportunities, including 102 offered service-learning courses, enrolled by approximately 1,700 students across 86% of the academic departments, and co-curricular service programming, involving approximately 50 programs and 6,000 students. An additional 602 students conducted independent volunteer projects.

- **Strong internship growth** - Student internships managed by the Career and Professional Development Center grew 63% across summer, fall, and spring internships, which includes participation by 27 different academic departments.

- **New Teacher Education Internship Program** - In collaboration with the School of Education and Allied Professions, and the Jackson County School System, International Programs and Services developed a new teacher education program, inviting 15 international student interns from China to take part in teacher education curriculum at WCU and in the local school system.

- **Strategic enrollment planning** - In 2019-20 the leadership of the Enrollment Planning Committee (EPC) was updated and the Chancellor established a sub-committee of the Executive Council (Strategic Enrollment Planning Executive Council - SEPEC) to provide oversight of strategic enrollment leadership. Enrollment modeling was conducted to project enrollment through 2032. The SEPEC and Executive Council (EC) continued discussions of long-term enrollment at WCU.

- **Navigate supports student success** - Navigate is a web-based tool by the Education Advisory Board (EAB) to coordinate, target, and report on advising, tutoring, and other student success services. Professional advisors, faculty advisors, and student support staff use Navigate (previously GradesFirst) to document student communication, service delivery, academic concerns, non-completion and reason-for-exit for each student. Faculty and staff use Navigate Issue Alerts to document academic, social-emotional, or financial concerns about students. Staff and faculty then leverage this shared information to provide seamless, targeted support to their students.

STRATEGIC DIRECTION: Academic Excellence

Initiative	Contributors	Progress	Summary of Results to Date
GOAL 1.1: Deliver high-quality academic programs (undergraduate, graduate, and professional) designed to fulfill the educational needs of the State and region, and promote regional, economic and community development.			
Initiative 1.1.1 Undertake a rigorous and inclusive process to prioritize all academic programs in alignment with the university mission based on the following criteria: Program History and Development, and Expectations of the Program; External Demand for the Program; Internal Demand for the Program; Quality of Program Inputs and Processes; Quality of Program Outcomes; Equipment, Facilities, and Other Resources; Size, Scope, and Productivity of the Program; Revenue and Other Resources Generated by the Program; Costs and Other Expenses Associated with the Program; and Impact, Justification, and Overall Essentiality of the Program.	Provost; Deans; Assistant Vice Chancellor for Institutional Planning and Effectiveness	25% 2018-19 2019-20	While this initiative was scheduled to begin during the summer of 2019, preliminary conversations have begun between the Office of Institutional Planning and Effectiveness and the Provost's Office. An evaluation of data products from Chmura Economics and EMSI was conducted in the Spring of 2019. Licensing of Chmura Economics JobsEQ data platform is underway, and will become available in June 2019. The JobsEQ platform will allow program-level evaluation and future projection of external demand, a key component to establishing program viability. A review and revision of academic program review is planned for the 2019-2020 academic year. The Chmura Economics JobsEQ data platform was acquired and is now being utilized to assist the evaluation of new proposed academic programs. The Business Intelligence Team worked with the Director of Academic Resources and Business Operations to develop a comprehensive data dashboard providing a wide range of metrics for the purposes of program review and effectiveness analysis.
Initiative 1.1.2 Develop visionary academic strategic plans through an inclusive process to: 1) Position and market WCU as the cultural heart of Western North Carolina in the creative arts. 2) Fulfill WCU's historic and continuing commitment to be the regional leader in education. 3) Assume regional leadership in the study of the environment and environmental policy. 4) Position WCU as the premier regional provider of baccalaureate and graduate education in the health professions with an emphasis on culturally sensitive, integrative, and intergenerational health care. 5) Establish WCU as a hub of innovation, facilitating interdisciplinary connections among academic programs in such disciplines as business, the sciences, engineering, technology, and entrepreneurship and external collaboration with industry, start-up companies, research institutes, nonprofit organizations, and government agencies. 6) Advance the recreation and tourism industries of Western North Carolina.	Provost; Deans; Assistant Vice Chancellor for Institutional Planning and Effectiveness; Executive Director for Community and Economic Engagement and Innovation	40% 2018-19 2019-20	Five of six colleges plan to review and update their strategic plans during the 2019-2020 academic year. The College of Education and Allied Professions conducted a review and update of their strategic plan in the Fall of 2018. The Rapid Center continues to broaden its efforts across the WNC region and beyond with a focus on reverse engineering, additive manufacturing, and testing services for both public and privately-held entities including the non-profit sector. This occurs across a broad range of industries, manufacturers, businesses, and government agencies, at Local, State, and National levels. Work is performed utilizing Faculty and Students from across the institution particularly engineering, engineering technology, business, and entrepreneurs. The College of Engineering and Technology is continuing to lead the outdoor gear manufacturing initiatives at WCU and western North Carolina to further develop partnerships. Work of the Dean's Advisory Council members continue to promote the engineering and construction educational opportunities at WCU and support the College with additional scholarship donations. In fiscal year 2020, the SBTDC (Small Business Technology and Development Center) assisted 373 clients, spending 3,398 hours in the 14-county region. The SBTDC also helped clients gain access to $24.02 million in capital to start, sustain, or grow their businesses.

STRATEGIC DIRECTION: Academic Excellence			

Initiative	Contributors	Progress	Summary of Results to Date
GOAL 1.2: Fully integrate into the liberal studies program and into each major and minor at both undergraduate and graduate levels an emphasis on those core abilities expected of all WCU students: integrate information from a variety of contexts; solve complex problems; communicate effectively and responsibly; practice civic engagement; and clarify and act on purpose and values.			
Initiative 1.2.1 Create and implement a new assessment plan for the revised Liberal Studies student learning outcomes.	Director of Liberal Studies Assessment; Liberal Studies Committee	100% 2018-19 2019-20	Measurable Indicator #1 - In October 2018, the LS Assessment Director developed a new assessment plan for the LS curriculum. This plan articulated the rationale for assessing the eight student learning outcomes in the LS program and also presented a three-year cyclical assessment schedule, to begin formally in the Fall of 2019. Each summer, the LS Assessment Director will hold a workshop in which LS student artifacts will be scored by WCU faculty. Each fall, the LS Assessment Director will review that data and write an annual assessment report to be shared with relevant stakeholders. The report will also be posted on the WCU website for public dissemination. Measurable Indicator #2 - The LS Assessment Director produced an annual assessment report in Fall 2018, which analyzed the results from the July 2018 summer scoring workshop. It is important to note that these results were based upon the original list of LS student learning outcomes. All future reports will instead reference the eight newly created SLOs. The LS Assessment Director is currently collecting artifacts from faculty members teaching in the P4 and P6 LS categories for this summer's scoring and assessment. Measurable Indicator #1 - The Liberal Studies assessment process adhered closely to the program's assessment plan for AY 2019-2020, and this was the first year of the current plan's implementation. The LS assessment Director collected over 2,600 student artifacts from faculty over the course of the academic year covering the three SLOs indicated by the assessment plan - Means of Expression, Information Literacy, and Awareness of Impact. Additionally, the LS Director held a two-day summer workshop in which 14 WCU faculty from a variety of departments scored a sample of student artifacts against the relevant rubrics. Measurable Indicator #2 - The LS Assessment Director produced an annual assessment report in Fall 2019, which analyzed the results from last year's summer workshop. Please note that the June 2019 data aligned with the previous LS assessment plan, which called for artifacts to be scored by curriculum category, rather than by outcome.
GOAL 1.3: Embed and support realization of WCU's areas of distinction: A. Cultural and environmental immersion; B. Service and outreach; and C. Experience-based learning.			
Initiative 1.3.1 Expand opportunities to engage students directly with the natural landscape and cultural heritage of the campus community and the Southern Appalachian region.	Associate Provost for Academic Affairs; Associate Provost for Undergraduate Studies; Assistant Vice Chancellor for Student Success	30% 2018-19	The 2018-19 academic year's campus theme of Defining America included an emphasis on rural and Appalachian America. The installation and celebration of the Cherokee sculpture in Killian courtyard by an art student last fall highlighted the opportunity to engage students (and faculty, staff, and community, particularly members of the Eastern Band of the Cherokee Indian), in the cultural heritage of our region. Academic majors in geosciences (natural resources conservation management, geology, environmental science), biology, and parks and recreation management, to name a few, as well as minors and special offerings in southern Appalachian culture and region, e.g., English and history, continue to grow and increase in student interest. Numerous opportunities for student learning and engagement with the Mountain Heritage Center and Fine Arts Museum exist and are increasing.

STRATEGIC DIRECTION: Academic Excellence			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
		2019-20	We continue to introduce students and enhance their awareness of natural and cultural landscape of WNC and include these themes in our recruiting and marketing efforts. The 2019-2020 Campus Theme focused on Sustainability and the Environment and included multiple and myriad opportunities for students to connect with our region through the sustainability lens. The Mountain Heritage Center expanded our programming by hosting events and exhibits on and off campus including the Al Norte Al Norte exhibit on the Latinx community, All God's Children: the African American Experience in WNC, and even spearheaded an upper level Biology class' research and exhibit on regional butterflies installed in the local public library in Sylva, NC. The Parks and Recreation program successfully launched a new masters degree in experiential and outdoor education which includes a regional emphasis. Our programs in geosciences, natural resources conservation management, and environmental health and environmental sciences continue to grow and attract students with their emphasis on applied learning.
Initiative 1.3.2 Increase availability and participation in service opportunities and community partnerships.	Associate Provost for Undergraduate Studies; Executive Director for Community and Economic Engagement and Innovation; Director of the Center for Service Learning	80% 2018-19	Growth in service opportunities and community partnerships continues. In 2018 the Center for Service Learning adopted a new name and added a new position to demonstrate more encompassing responsibilities. This position supports greater efforts to develop partnerships across our region (see 4.1.6). The Center serves as a programming/tracking entity on campus for regional community engagement efforts. Co-curricular programming efforts led to ~50 documented programs with over 5,500 students (duplicated headcount) engaging in formalized service-learning experiences (indicators show positive impacts on Community Engagement and Personal Growth=4.36/5.00). Academically, curricular service-learning designated courses led to 105 course sections with ~1,900 enrolled students (indicators show positive impacts on Academic Enhancement, Personal Growth, and Civic Engagement=3.37/4.00). Many times, these experiences are facilitated with local community partners. CCESL currently manages 130 partnerships across our region. In 2018, WCU was recognized by American Association of State Colleges and Universities and the Engagement Scholarship Consortium with national awards for work in student civic development.
		2019-20	Growth in service opportunities and community partnerships across campus continued. Even with spring 2020 being adapted to virtual/remote learning (due to COVID-19), engagement was still pursued and present across this academic year. In 2019 the CCESL experienced an affirming Program Review highlighting the CCESL staff, faculty development efforts, student curricular (102 SLC designations = ~1,700 students across 86% of the academic departments) and co-curricular service programming (~50 programs w/ 6,000 students (duplicated headcount) and an additional 602 individual students submitted independent volunteer projects for approval), community partnerships (~140), and staff engagement efforts. In 2019, WCU was recognized by the Engagement Scholarship Consortium with a national award for Faculty Engagement through their partnership with the University Participants Program ($3,600 award) and from the same organization a grant of $2,500 to support Seeds & Soil: Campus-Community Partnership Forum and recognized by NC Campus Compact for the top Engaged Faculty member (Dr. Beth Wall-Bassett) and the top Community Partnership in NC with the partnership with the Haywood Pathways Center.

STRATEGIC DIRECTION: Academic Excellence

Initiative	Contributors	Progress	Summary of Results to Date
Initiative 1.3.3 Increase participation in high impact practices such as student research, project-based learning in upper-level courses, and on- and off- campus internships.	Associate Provost for Academic Affairs; Associate Provost for Undergraduate Studies; Assistant Vice Chancellor for Student Success	50% 2018-19	Progress toward 1.3.3 is continuing steadily. The high-impact common read program continues to gain popularity and usage of the material is increasing as books for the past two years have complemented the campus theme. An increase in the number of available internships due to partnerships with Moutain Area Health Education Center and the Baptist Children's Homes of North Carolina create more opportunities for WCU students to participate in internships. Of all students who graduated from WCU in 2018 (fall and spring), 50.88% participated in an internship, externship, or capstone course. Measuring participation in research at graduate and undergraduate levels continues to be a challenge; a subcommittee of the Research Council is actively addressing this issue. Currently, this group is reviewing the Faculty Activity Database report and working toward clarifying their raw data which currently has some limitations due to discrepancies in dates and definitions.
		2019-20	Given this initiative falls into two different functional areas, the response is complex and progress is measured differently by the different departments responsible. In general terms, WCU is making great strides with this initiative, but has more work to do. Internships have grown in many departments over the last three years, with an overall growth of 63% across summer, fall, and spring internships for those managed by CCPD (which includes 27 different departments). Course registrations for academic internship courses continues to increase. Undergraduate research continues to grow successfully based on initiatives tracked by the Provost's Office and referenced below. -National Science Foundation sponsored program L.E.A.R.N. at WCU -WCU Summer Undergraduate Research Program (SURP) -Annual WCU Research and Scholarship Conference (RASC) -Research and creative scholarship funding through Academic Project Grants -Applications and attendance of the National Conference of Undergraduate Research -Southern Conference Undergraduate Research Forum -Active: WCU Research Council: est. 2018 -Member: UNC System Undergraduate Research
GOAL 1.4: Enhance programs that include cross-curricular, applied, and international/global awareness opportunities for all students.			
Initiative 1.4.1 Reduce, and where possible eliminate, bureaucratic and financial barriers to cross-curricular design, team-teaching, and international/global curricula.	Associate Provost for Undergraduate Studies; Associate Provost for Academic Affairs; Director of International Programs and Services	10% 2018-19	From an Academic Affairs division perspective, we identified and tested a few areas for implementation of this initiative, e.g., travel approval (1, reducing need for Provost's Office level approval of hotel overage within a higher range than currently in place; 2, completing Provost's approval by paper process), but they were unsuccessful. However, Provost's approval for faculty international travel was strengthened (e.g., firm adherence to current policy requiring detailed itinerary) and signature authority delegated to the Associate Provost for Faculty and Academic Affairs. Two interdisciplinary programs currently in early or development stages of the curriculum are underway with collaboration with the Provost (Latin American and African American Studies minors). In the Summer of 2019, the Associate Provost for Undergraduate Studies will formalize support for that office for these programs and others, as appropriate.

STRATEGIC DIRECTION: Academic Excellence			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
		2019-20	We are making progress toward completing an inventory of current experiential, international, cross-curricular and team-teaching activities on campus, however, with the departure of the director for International Programs and Services in September, 2019, change in academic leadership with the Provost's changeover during the same time, we are not where we need to be. I have assembled a group to examine WCU's efforts in high impact and experiential practices, led by Theresa Cruz Paul and Lane Perry but we could not complete the work during the 2020 spring semester because the pandemic shifted our priorities and our medium to online. We have not made any progress on eliminating bureaucratic and financial barriers to cross-curricular design and team teaching.
Initiative 1.4.2 Expand international experiences to enhance a wider cultural/global understanding for all WCU students and enhance integraton of international components into existing and new curricula.	Director of International Programs and Services; Director of Intercultural Affairs; Director of Coulter Faculty Commons; Director of Advising	60% 2018-19	1. Existing Actions for WCU Students International Learning Curricular - Study abroad for a semester, summer, or up to 1.5 year in over 60 countries to earn transferrable credits, by paying WCU tuition and fees; Study abroad from one week to six weeks with WCU faculty to earn WCU credits, by only paying travel costs. Co-curricular - Student engagement : I-PAL, I-CATS, Coffee Hour; Educational events; International Festival, Study Abroad Fair, International Education Fair Faculty training - The annual Global Learning Academy provides training and tools to facilitate faculty to internationalize curriculum, for the purpose of enhancing student global learning. Assessment - Semiannual surveys focus on: factors that influence student's study abroad decision; study abroad service satisfaction; post study abroad reflection; faculty-led feedback 2. New Initiatives Underway In process - curriculum integration with study abroad for each academic major Starting soon - Internationalization at Home strategic plan; develop course designation for international themed courses
		2019-20	In collaboration with the School of Education and Allied Professions, IPS developed a new teacher education program, inviting 15 international student interns from China to take part in teacher education curriculum at WCU and in the local school system. New curricula was developed for this program that was very successful and in the future will be integrated into existing curriculum to enhance internationalization on campus. IPS created a Study Abroad Ambassador program, where study abroad returnees could present on their experience living and studying in another country and culture to classrooms across disciplines to encourage and increase global awareness throughout campus. IPS started a curriculum integration project to identify courses at partner universities that transfer back for major-specific WCU courses to allow more students the confidence to study abroad and continue with studies seamlessly.

STRATEGIC DIRECTION: Academic Excellence

Initiative	Contributors	Progress	Summary of Results to Date
Initiative 1.4.3 Provide international professional development opportunities to faculty.	Faculty; Director of Coulter Faculty Commons; Director of International Programs and Services	35% 2018-19	WCU networks within regional, state and national educational circles to serve its mission and its region. Samples include the Cherokee Center Advisory Board, the Honor College Advisory Board, the Catamount School Advisory Board, the Service Learning Advisory Board, etc. Many academic programs maintain networks to facilitate articulation agreements. WCU representatives serve on the New Century Scholars Steering Committee. Educational Outreach hosted a program that brought numerous NCCCS presidents to campus this spring. One of the four UNC representatives on the state Transfer Advisory Committee is from WCU, and WCU is an active participant in the Math Pathways Project. The Leadership Academy embarks upon a Leadership Tour each spring. WCU hosts numerous conferences (e.g., Outdoor Economy Conference), and numerous faculty and staff serve in advisory capacities (e.g., Jackson County Schools CTE Advisory Board). WCU actively partners with the Educational Advisory Board (EAB) and professional organizations (CACRAO, NACAC, CASE) for marketing and recruiting strategies.
		2019-20	IPS Associate Director and Associate Provost of Academic Affairs visited 2 existing bilateral partner universities and one new bilateral partner in Japan and developed a new bilateral partnership with Kanagawa University, located in Kanagawa, Japan. In Fall 2019, in partnership with the School of Teaching and Learning and Jackson County Public Schools, implemented a new Teacher Education Internship Program that brought 15 Chinese undergraduate students from Southwest University, China to Cullowhee for the semester. Hired a new Director of International Programs and Services. COVID-19 greatly impacted International travel in 2020.

GOAL 1.5: Eliminate barriers to student access through coordinated endeavors with Birth-12 (B-12) and community college partners.

Initiative	Contributors	Progress	Summary of Results to Date
Initiative 1.5.1 Expand networks of regional advisory committees to enhance communication and collaboration among B-12, community college, and WCU in the areas of 1) curriculum goals and transferability; 2) the benefits of higher education and the best strategies for marketing and recruiting; and 3) admissions and financial aid.	Assistant Vice Chancellor for Undergraduate Enrollment; Dean of the College of Education and Allied Professions; Director of Admissions; Director of Financial Aid	98% 2018-19	WCU networks within regional, state and national educational circles to serve its mission and its region. Samples include the Cherokee Center Advisory Board, the Honor College Advisory Board, the Catamount School Advisory Board, the Service Learning Advisory Board, etc. Many academic programs maintain networks to facilitate articulation agreements. WCU representatives serve on the New Century Scholars Steering Committee. Educational Outreach hosted a program that brought numerous NCCCS presidents to campus this spring. One of the four UNC representatives on the state Transfer Advisory Committee is from WCU, and WCU is an active participant in the Math Pathways Project. The Leadership Academy embarks upon a Leadership Tour each spring. WCU hosts numerous conferences (e.g., Outdoor Economy Conference), and numerous faculty and staff serve in advisory capacities (e.g., Jackson County Schools CTE Advisory Board). WCU actively partners with the Educational Advisory Board (EAB) and professional organizations (CACRAO, NACAC, CASE) for marketing and recruiting strategies.
		2019-20	WCU collaborates extensively at the community, regional, and state level. Examples include: representation on the state's Transfer Advisory Committee; NC Promise and We Promise collaboration on promotion and marketing; New Century Scholars Steering Committee; Cherokee Center Advisory Board; creation of new community college agreements this academic year; Math Pathways statewide participation; Catamount School Advisory Board; Educational Outreach partnerships and collaboration; Biltmore Park networking, etc. COVID negatively impacted some outreach this year (e.g., Leadership Tour), but WCU remains committed to this initiative.

STRATEGIC DIRECTION: Academic Excellence

Initiative	Contributors	Progress	Summary of Results to Date
Initiative 1.5.2 Expand opportunities for WCU staff, faculty, and students to communicate with B-12 and community college students regarding the importance and value of higher education; the affordable avenues for individuals to access and benefit from higher education; and the processes and programs at WCU.	Assistant Vice Chancellor for Undergraduate Enrollment; Deans; Director of Admissions; Director of Financial Aid	98% 2018-19 2019-20	Renovations are underway for the relocation of Undergraduate Admissions to the first floor of the H.F. Robinson Administration Building to expand and enhance visitation experiences. Admissions received approval for a position that will help coordinate and facilitate campus and group tours. Educational Outreach continued programming and hosted community college campus presidents to discuss enhanced collaborations. Advising continued outreach to community college ACA courses. Faculty and staff continued to host events and opportunities for student interaction (e.g., Tournament of Champions, Teacher Education Day, etc.). Spring Blitz expanded to a fourth venue to reach out to prospective students and families. Project Discovery-Talent Search continued outreach within its service area. Faculty members and advisors continue active involvement in enrollment-related events (e.g., open houses, Honors Day, orientation, WCU on Tour, etc.). Development of an MOU between A-B Tech and WCU is underway that will expand outreach efforts to transfer students. The Graduate School expanded open house opportunities on campus and at Biltmore Park and has experienced increased attendance. All units within Undergraduate Enrollment relocated this academic year to better facilitate recruitment, productivity, and access. The campus tour experience continues to evolve to better showcase WCU. COVID interrupted recruitment and yield initiatives this spring (e.g., interrupted Spring Blitz; led to the cancellation of a spring open house and spring and summer campus tours; forced orientation to a virtual format). It also disrupted Educational Outreach programming, camps and conferences, summer school enrollment (e.g., cancellation of Catamount GAP and the movement of ASP from summer to fall). The COVID impact on public schools adversely affected other outreach programs (e.g., college fairs, Project Discovery-"Talent Search, group tour opportunities). The Graduate school expanded programming and COVID sparked additional interest in distance learning opportunities for students.
GOAL 1.6: Make WCU (the Cullowhee campus and the Biltmore Park Instructional Site) a destination for short-term, educationally based programs, activities, and events, including summer session, continuing education, camps, conferences, and personal enrichment opportunities.			
Initiative 1.6.1 Expand the number of resident and distance summer session offerings for a wide variety of learners, including college level, B-12 students, and life-long learners; expand summer school enrollment by 25 percent by 2020.	Provost; Assistant Vice Chancellor for Student Success; Executive Director of Educational Outreach; Executive Director of Biltmore Park; Deans	50% 2018-19	The summer of 2018 was uncertain. With the implementation of NC Promise tuition rates set for the Fall of 2018, there was significant concern that we would note a dip in enrollment for summer term courses, which have not been subsidized. After some targeted advertising and distribution of state-funded completion grants, total student credit hours increased for both graduate and undergraduates in the summer of 2018. Undergraduate growth was on-trend at 2.3%; graduate enrollment grew just .85% from the previous summer term. With overall headcount growth at just over .75%, we can conclude that individual students took a higher number of credit hours during 2018. Total number of sections has increased by 8% since 2015, with a significant focus on bottleneck and high DFWI-rate courses, and upper-level coursework.

STRATEGIC DIRECTION: Academic Excellence			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
		2019-20	The Office of the Provost and the Office of Educational Outreach have worked tirelessly to bring K-12 and life long learners to campus during the summer. We have seen modest increases in summer enrollment in summer school and we have developed some new programs to bring some special populations to campus. We will continue our efforts to increase summer session enrollment and student programs.
Initiative 1.6.2 Assess the campus climate on expansion of camps and conferences including identifying types of appropriate programs.	Executive Council; Acting Provost; Executive Director of Educational Outreach; Executive Director of Biltmore Park; Director of Conference Services; Assistant Vice Chancellor, Student Affairs Director of Special Events	75% 2018-19 2019-20	Assessment of camps and conferences is underway, and expected to be completed by the Fall 2019 deadline. Reports from Event Services and Educational Outreach, the two primary units responsible for the facilitation of camps and conferences at Western Carolina University, are being reviewed. These reports provide the name of the camp or conference along with the total number of attendees and dates of attendance, etc. The Conference Services report also allows assessment of facility utilization since it provides the total number of beds (bed nights) available during the summer and the total number of those beds (bed nights) that were used each summer. To meet the expectations of Strategic Initiative 1.6.2, a representative year's data (Summer 2018) for camps and conferences was gathered from Educational Outreach and Campus Services. The attached spreadsheet includes a summary of activity including the utilization of residence halls and classrooms for that summer and thus, potential available beds and classroom space for consideration of future use. Also attached are responses to a Questionnaire sent to key academic staff regarding future targets for camps and conferences. Although this approach seemed appropriate at the time, there have been too many significant changes to campus operations to base decisions on this data. Among those changes are the development and implementation of a Minors policy, turnover of key University personnel, and the cancellation of all camps and conferences for Summer 2020 due to COVID-19. Considering those impacts, this Coordinator has suggested to the VC for Student Affairs and the Interim Provost that a work group/task force representing institutional stakeholders continue work on this topic considering all relevant influences.
Initiative 1.6.3 Develop and implement a coordinated marketing plan to promote WCU's Cullowhee campus and its programs in Asheville at Biltmore Park as conference destinations.	Executive Director of Educational Outreach; Executive Director of Biltmore Park; Director of Conference Services; Executive Director of Residence Life; Chief Marketing Officer; Director of Special Events	50% 2018-19	Preliminary work was begun in the Fall of 2018 and the Spring of 2019 with the ExploreAsheville.com Convention and Visitor's Bureau, the Asheville Independent Restaurant Association (AIR), and the Biltmore Farms Hotel Group to assess conference needs in the Asheville area. Likewise, an assessment is underway at the main campus in Cullowhee to better understand what campus facilites available for conference use. An essential part of these evaluations is to develop a better understanding of what conferences will be executed by the University and what are being executed by outside entities. When this work is complete in Fall 2019, the University will move forward with developing and implementing a coordinated marketing plan to promote conferences at both locations.

STRATEGIC DIRECTION: Academic Excellence			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
		2019-20	The Division of Education Outreach, the Office of Conference Services, and WCU Programs in Asheville at Biltmore Park continued their broad-based efforts to market and grow the Cullowhee Campus and Asheville Instructional site as conference destinations. The 2019-20 conference marketing plans were developed and executed individually by each unit, but in coordination with each other and other campus partners. Unfortunately, the Covid-19 pandemic, and the cancellation of dozens of conferences (whether hosted or executed by WCU), has dramatically skewed the data for 2019-20. Covid-19 continues to undermine Cullowhee and Asheville as conference destinations but plans continue for a post-Covid-19 conference model, whenever that is. New leadership in Education Outreach and Marketing will support continued creative thinking and planning as WCU works to restart its conference programming, when appropriate.
GOAL 1.7: Refine WCU's student enrollment strategy to ensure continuing balance of access, diversity and student success, mission and sustainable revenue sources.			
Initiative 1.7.1 Establish headcount targets consistent with institutional priorities.	Executive Council; Enrollment Planning Committee; Provost's Council; Faculty Senate; Assistant Vice Chancellor for Undergraduate Enrollment; Director of Admissions; Dean of Graduate School and Research; Executive Director of Educational Outreach	100% 2018-19	A strategic focus on enrollment with an emphasis on data driven admissions strategies, student access, student success, and higher admission standards was an important theme of the original Vision 2020 Strategic Plan (Initiatives 1.6.1; 6.3.1). This new initiative in the updated 2020 plan focuses on the specific requirement to identify headcount targets. Each year the WCU Enrollment Planning Committee (EPC) is charged with developing enrollment targets. During the fall 2018 term, utilizing two distinctive modeling techniques, the EPC reviewed the census data and identified the following targets for fall 2019. The fall 2018 census reported total enrollment for WCU at 11,639 students. The EPC biennial model projects a fall 2019 headcount of 12,051 and a fall 2020 target of 12,344. EPC's trends model projects a fall 2019 range of 11,670 to 12,276 headcount with a mid-point of 11,937 and for fall 2020 a range of 12,004 to 12,628 headcount with a mid-point of 12,316 students. The estimates included target ranges for the freshman and transfer cohorts that are essentially even with fall 2018's census results. Targets for graduate and distance student cohorts are also even with fall 2018.
		2019-20	A strategic focus on enrollment with an emphasis on data driven admissions strategies, student access, student success, and higher admission standards was an important theme of the original Vision 2020 Strategic Plan (Initiatives 1.6.1; 6.3.1). This new initiative in the updated 2020 plan focuses on the specific requirement to identify headcount targets. Each year the WCU Enrollment Planning Committee (EPC) is charged with developing enrollment targets. During the fall 2019 term, utilizing multiple modeling techniques, the EPC reviewed census enrollment data and identified the following targets with ranges for fall 2020: For First Year students, the target was 2,100 (with a range of 2,075-2,125); Honors FY 375 (350-400); ASP 175 (150-200); International 25 students. For Transfer students, the target was 1,100 (1,075-1125) including 25 International students. For Graduate students, the target was 1723 (1698 to 1748). The emergence of the COVID-19 global pandemic and related economic downturn has had a direct and significant impact on the enrollment process for this 2019-20 reporting period.

STRATEGIC DIRECTION: Academic Excellence			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
Initiative 1.7.2 Refine and adapt the strategic enrollment plan to meet student enrollment targets including a focus on academic rigor.	Enrollment Planning Committee; Director of Admissions; Dean of Graduate School and Research; Executive Director of Educational Outreach; Assistant Vice Chancellor for Undergraduate Enrollment Deans	100% 2018-19 2019-20	A strategic focus on enrollment with an emphasis on data driven admissions strategies, student access, student success, and higher admission standards was an important theme of the original Vision 2020 Strategic Plan (Initiatives 1.6.1; 6.3.1). This new initiative in the updated 2020 plan focuses on updates to the strategic enrollment plan consistent with enrollment modeling and enhancing WCU's academic rigor. WCU undergraduate admission staff have long relied on holistic review of prospective undergraduate students applying for admission, including factors such as the academic strength reflected on students' high school transcripts, honors or AP-credit, and other indicators of strong academic performance. In addition, the admission staff consult with the deans and other academic leaders on program capacity, specific standards, and/or other requirements for transfer student applicants. The Enrollment Planning Committee's annual modeling of enrollment helps inform the updates made to admission decisioning procedures. Accordingly, the entering freshman cohort in fall 2018 posted a new institutional record with an increase on the high school weighted GPA (3.92) and other increases. A strategic focus on enrollment with an emphasis on data driven admissions strategies, student access, student success, and higher admission standards was an important theme of the original Vision 2020 Strategic Plan (Initiatives 1.6.1; 6.3.1). This new initiative in the updated 2020 plan focuses on updates to the strategic enrollment plan process. In 2019-20 the leadership of the Enrollment Planning Committee (EPC) was updated and the Chancellor established a sub-committee of the Executive Council (Strategic Enrollment Planning Executive Council - SEPEC) to provide oversight of strategic enrollment leadership. EPC continued making progress on enrollment modeling. The SEPEC and Executive Council (EC) continued discussions of long-term enrollment at WCU. Of course, these efforts were impacted by the emergence of the COVID-19 global pandemic and related economic downturn. EC also endorsed new flexibility for the Great Grades Guarantee program, proactive need-based application fee waivers and commitments, and self-reported academic credentials. Following the Fall 2020 census, EPC and EC will likely need to reevaluate the strategic enrollment assumptions and projections for WCU.
Initiative 1.7.3 Increase and track student diversity, ensuring that support services are in place to enroll and meet the needs of a diverse student body that reflects state, national, and international demographic trends.	Chief Diversity Officer; Assistant Vice Chancellor for Student Success; Assistant Vice Chancellor for Undergraduate Enrollment; Director of Admissions; Associate Vice Chancellor for Student Affairs/Dean of Students	50% 2018-19	WCU focus on low-income and rural students continues as demonstrated by increases in enrollment of low-income and rural students. Along with these increases, we are also focusing on the completion rates well. We are seeing increases in the quality of our students as evidenced by their entering high school grade point average and test scores. Also, the enrollment of women remains very robust. We continue to experience growth in Latinx, Native American, Bi/Multiracial populations and our international representations. Our first-year student retention rate remains a very strong 80% and our six-year graduation rate is over 60%. Our student success offices are reporting greater numbers of student participation and engagement.

STRATEGIC DIRECTION: Academic Excellence			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
		2019-20	Despite the negative impact of COVID on undergraduate recruitment and class yielding initiatives this spring (e.g., disruption of Spring Blitz, cancellation of the open house, and discontinuation of campus tours), current comparative numbers lead to the expectation of a more diverse entering new first-year student and new transfer cohort (as measured by the percentage of active commitments post orientation). Commitment indicators also bode well for a more diverse Honors College cohort. Modifications this spring to the state's Minimum Admission Requirements (MAR) will provide WCU greater flexibility in the coming recruitment cycle to try to proactively impact diversity.
Initiative 1.7.4 Develop and implement rigorous tracking at the individual level using GradesFirst to clearly determine non-completed and reason-for-exit for each student.	Assistant Vice Chancellor for Student Success; Director of Advising; Registrar	85% 2018-19	A note reason of "not returning" was added to Navigate, WCU's Student Success platform. The "not returning" note reason can be used to save time when communicating with non-registered students. Student tags of Registration and Registration MIA were created and applied to first-time, full-time freshmen (FTFTF). These tags assist with outreach and tracking the impact of professional advisor outreach to non-registered FTFTF. Explored with Education Advisory Board (EAB) the possibility of connecting directly to their data to identify discrepancies between data in Navigate and Banner data. EAB does not allow this type of access. Progress regarding tracking of students in Navigate platform has been completed for FTFTF. The Registrar has developed a dashboard that compares Change of Academic Plan emails sent with historical data. The Registrar has requested an Oracle table to house data so that the dashboard can be published in Catalytics or the Report Portal.
		2019-20	Professional advisors, faculty advisors, and student support staff use Navigate (previously GradesFirst) to document non-completion and reason-for-exit for each student, via the Notes feature. This allows for inputting text about the reason for exit and selecting a Note Reason, such as "Not returning" or "Plans to return Spring 2021". Other staff and faculty supporting the student are then able to access this information as needed. The Office of Student Retention and professional advisors run reports of these note reasons to conduct email, SMS, and phone outreach to students, such as those not enrolled for the upcoming semester or those intending to return the next semester, increasing student retention and connection with WCU. This data is analyzed to determine institutional trends and inform proactive initiatives to support students and increase retention, persistence, and graduation. Through monitoring and documentation of the Change of Academic Plans survey, reason for exit and non-completion are input into Navigate, as well.

STRATEGIC DIRECTION: Academic Excellence			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
Initiative 1.7.5 Develop innovative data-driven methods of monitoring and enhancing student success at the individual level.	Assistant Vice Chancellor for Student Success Director of Advising Registrar	83% 2018-19	WCU Registrar's Office creates reports on student populations to assist advisors in their impact on student retention by providing accurate lists of students for which advisors provide outreach and assistance. Reports consist of student-athletes, nonregistered, poor 5th and 8th-week grades, nonregistered, undecided, FTFTF attribute, major, professional and faculty advisor assignments, and academic standing. Using the tagging and search functions of the Navigate platform, advisors are able to apply distinct tags to assigned students which can be customized to allow for focused, customized tracking. The advanced search featured in Navigate assists advisors to search for populations for outreach. The results can then be applied to the appointment/campaign function of Navigate. Ex.: initial meeting, non-registered, not returning, 5th-week grades, pre-professional, and undeclared. Work plans for the Registrar Staff for 2018/2019 included a KPI goal. WCU's Banner Report Portal allows advisors to pull specific student populations as needed and are not dependent on report generation by another office. Professional advisors were invited to participate in a webinar on targeted advising.
		2019-20	Professional advisors, faculty advisors, and student support staff use Navigate (previously GradesFirst) to document student communication, service delivery, and academic concerns. Staff and faculty then leverage this shared information to provide seamless, targeted support to their students. Faculty and staff use Navigate Issue Alerts to document academic, social-emotional, or financial concerns about students, which are routed to the appropriate member of the student's success team for follow-up support and monitoring. Navigate Appointment Campaigns are used to conduct targeted, timely appointment outreach to students most in need of support, such as advising outreach to those with unsatisfactory grades at 5th week progress reporting or Math Tutoring Center campaigns to those with unsatisfactory grades in math courses. The Office of Student Retention and professional advisors run reports of these methods of documentation-"Reports/Notes, Appointment Summaries, Issue Alerts, Appointment Campaigns, etc.-"to conduct targeted outreach campaigns and analyze institutional student success data to inform future initiatives to identify and support students.

Strategic Direction 2: Student Experience

Accomplishment Highlights

- **DegreePlus Cultural Responsiveness** - Over 6500 students participated in one or more of 119 events designated with the Cultural Responsiveness or Professionalism skill, as part of the ongoing DegreePlus program.

- **Native American Heritage activities -** During Native American Heritage Month (November), the Native American Heritage Festival included authentic food samples from participating tribes. WCU partnered with the ECBI Tribal Cannery to supply authentic Cherokee traditional foods. Following on the onveiling of the wi sculpture in the Killian courtyard, wi symbol products have been added to the campus bookstore.

- **Academic Integrity** - Management of academic integrity violations has moved from Student Affairs to Academic Affairs, under the supervision of the Associate Vice Chancellor for Student Success. The Coulter Faculty Commons has been leading faculty workshops on means to mitigate academic dishonesty.

- **Health and Wellness Initiatives** - Initiatives included additional videos recorded for the CAPS online Self-Help series, a collaborative Wilderness Wellness Series, student EMS initiatives for recognition as a Heart Safe Campus, creation of Catamount Wellness Ambassadors student certified peer health educators, launch of YOU@WCU health web-based resource, implementation of a health and wellness blog, health and wellness presentations in the residence halls, and a smoking awareness campaign.

- **Achievements in Athletics** - Thirteen student-athletes earned All-SoCon across six sports, 187 students were named to SoCon Honor Roll, and 94 students were named Academic All-SoCon. Men's basketball demonstrated the second best one-year winning percentage improvement in Division 1, posting a 19-12 record.

STRATEGIC DIRECTION: Student Experience			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
GOAL 2.1: Foster a student-centered campus culture that enhances the student experience, promotes active citizenship and inclusion, and celebrates institutional traditions.			
Initiative 2.1.1 Create opportunities through DegreePlus for students to explore points of view on different issues and to understand the perspectives of others through civil and informed discourse and debate.	Associate Director of DegreePlus; Assistant Vice Chancellor for Student Success; Associate Vice Chancellor for Student Affairs/Dean of Students; Director of Center for Career and Professional Development; Chief Diversity Officer Council on Inclusive Excellence; Assistant Director for Clubs and Student Orgs; Director of Campus Activities	90% 2018-19 2019-20	The DegreePlus Cultural Responsiveness (CR) Skill aligns with WCU's commitment to motivate students to explore ideas and cultures different than their own. The CR areas include: Awareness of Key Issues; One's Own Beliefs; Cultural Sensitivity and Respect; Unfamiliar Cultural Spaces and Experiences; and Resources and Forms of Advocacy. 170 events were "tagged" for the CR skill during 2018-19 academic year. Colleges, schools, departments, student organizations, and town-gown partnerships hosted the events. The activities addressed one or more issues of race, ethnicity, gender, differing abilities, country of origin, religion, Appalachia, power and privilege, etc. The formats included immersive experiences, formal lectures, panel discussions, workshops, conferences, exhibits, and festivals. Students who completed DegreePlus-Level 1 (attended 5 events in one skill) were encouraged to "level up" to DegreePlus-Level 2 and attend DegreePlus Day in the Fall and Spring semesters. There they discussed the events with faculty and staff mentors. Through the dialogue and a reflection paper, students examined the CR skill and its relevance to their academic, professional, and/or personal development. In March, the first student to complete DegreePlus-Level 3 in the Cultural Responsiveness Skill presented on her capstone project to Level 2 students on DegreePlus Day. In 2019-20, 119 events designated within programs designated for the Cultural Responsiveness Skill and/or Professionalism Skill introduced over 6500 students to different issues and diverse perspectives through civil and informed discourse. Additionally, 42 students advanced in the DegreePlus levels 2 and 3. The process required personal reflections, sharing viewpoints, and engaging in civil group discussions on divergent issues.
Initiative 2.1.2 Promote a culture of student academic honesty, expanding educational programming around academic integrity and truth seeking.	Provost; Associate Vice Chancellor for Student Affairs/Dean of Students; Assistant Vice Chancellor for Student Success; Faculty Senate; Student Government Association Taskforce on Academic Integrity; Director of Campus Activities	83% 2018-19	During the 2017-18 academic year, a task force of faculty and staff was convened and charged with completing a comprehensive review of WCU Academic Integrity Policies. In March of 2019, the task force completed their responsibilities and presented a report to Faculty Senate and the Acting Provost. The current, and recommended, protocol encourages the involvement of students in addressing violations of the Academic Integrity Policy. The online version of the policy notes that an "Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. Students and faculty members serving on boards for each college will be selected by each college Dean". The task force has recommended that the minimum board size increase to three (3). Other recommended additions to the Academic Integrity Policy are an annual review of the process and the submission of an annual report regarding violations.

STRATEGIC DIRECTION: Student Experience			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
		2019-20	A task-force was formed in 2017-18 to review academic integrity policies at WCU. One recommendation of this task-force was to move Academic Integrity from Student Affairs to Academic Affairs. During the 2019-20 academic year, this recommendation was implemented. The Associate Vice Chancellor for Student Success now handles all Academic Integrity violations and works with the Dean of Students on training material for the Academic Integrity Board. In addition to this, every faculty member is required to have language on their syllabi on the definition of academic dishonest and the possible consequences of dishonesty in their course. The Coulter Faculty Commons has been leading departmental workshops on mitigating academic dishonesty for the last few years. Some of the techniques include reducing the number of high-stakes assignments and test and increasing the number of low stakes, formative testing and assignments so as to reduce the incentives to take a risk with academic dishonesty.
Initiative 2.1.3 Create and track opportunities for student membership/leadership on institutional decision-making committees and organizations.	Associate Director of DegreePlus; Associate Vice Chancellor for Student Affairs/Dean of Students; Director of Campus Activities; Assistant Vice Chancellor for Student Success	84% 2018-19	There are several opportunities for students to be involved with sharing input for University decision-making. DegreePlus provides opportunities to get involved in extracurricular activities that provide the transferable skills for employment, graduate school, professional school, and other post-graduate plans. Engage is an online platform which allows students to research opportunities for involvement in student organizations which impact daily and strategic opportunities for students and the University. The Student Government Association (SGA) provides students with the opportunity to serve on committees and represent the "voice" of their constituents. The SGA president serves as a voting member of the WCU Board of Trustees. In addition to these examples, many University divisions and departments have opportunities for students to participate in opportunities to voice their thoughts. Examples include, but are not limited to, committees, focus groups, and participation in surveys. We will continue to develop a collaborative, comprehensive process for creating and implementing a University-wide database for student involvement in leadership and decision-making bodies.
		2019-20	Students at Western Carolina University are provided with many opportunities where their voices can be heard. The Student Government Association (SGA) serves as the voice for the entire student body and encourages their fellow peers to actively participate in SGA through various committees. Also, throughout the year SGA will initiate surveys and hold forums so our students are able to give feedback regarding University issues and policies. There are many other opportunities for students to get involved in on campus as well. Engage is an online platform which allows students to research opportunities for involvement in student organizations that regularly impact daily operations and provide strategic opportunities for students and the University. Engage also allows students the ability to track their involvement in various organizations. DegreePlus is a 3-level voluntary experiential program which assists students in recognizing that some of their extracurricular activities could be transferable skills for future employment opportunities. Our goal is to continue to enhance Engage and other platforms so that students can stay involved and have opportunities to share their opinions.

STRATEGIC DIRECTION: Student Experience			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
Initiative 2.1.4 Implement diversity and inclusion initiatives to enhance students' understanding of other ethnicities and cultures.	Chief Diversity Officer; Council on Inclusive Excellence; Faculty Senate; Staff Senate; Student Government Association; Associate Director of DegreePlus; Director, Intercultural Affairs	50% 2018-19 2019-20	Through a series of campus activities, partnerships, and collaborations the university ensures that every year, there are a variety of opportunities for our students to engage in the understanding of other ethnicities and cultures. The campus aligns itself with national cultural celebrations such as Hispanic, LGBT, Native American, African American, and Asian Pacific Islander Heritage month celebrations. In addition, the Mountain Heritage Festival is a major opportunity not only for our students but for all members of the community to explore, learn, and celebrate the culture of the region. Other major opportunities for exploration include our civil discourse speaker, our MLK, Jr. Celebration, the Literary Festival, and our Distinguished Lecture Series. We also offer a series of ZONE trainings designed to enhance the awareness of our campus community. This year, participants in some of the programs sponsored by Student Affairs received course credit, explored new and surprising things about different cultures. Additionally, some of the programming helped to changed their views on oppression. Other activities provided education around gender identity, inclusive leadership and social economic issues.
Initiative 2.1.5 Sustain a thriving athletics program that instills pride among students, faculty, staff, alumni, and friends of the University.	Athletics Director; Coaches; Assistant Athletics Director for Academics/Senior Woman Administration	50% 2018-19	Football's Tyrie Adams was a finalist for the Walter Payton Award, finishing 19th in the national vote and became just one of 11 NCAA FCS football players all-time to pass for over 2,000 yards and rush for over 1,000 yards in the same season. The Catamounts lead the Southern Conference in home attendance. Former Catamounts Keion Crossen went on to win Super Bowl LIII with the New England Patriots, the fifth WCU player to ever play in the NFL's biggest game. Catamount men's indoor track and field team won its sixth-straight Southern Conference title while the women's squad finished in the runner-up spot for the third-straight season. First-year head coach Jesse Norman garnered SoCon Coach of the Year plaudits. Women's soccer posted a top four finish in the regular season, earning the right to host a quarterfinal Southern Conference tournament match in Cullowhee. Men's basketball freshman Kameron Gibson was named to the SoCon All-Freshman team. Women's basketball freshman Jewel Smalls was the media's Southern Conference Freshman of the Year. Softball's Hunter Gibbons broke the school record for career home runs and RBI's. Senior Madison Armstrong was named one of 30 national finalists for the Senior CLASS Award. Athletic fundraising continued to excel closing the FY 2017-18 with $1.55M raised in the annual fund, (an all-time record), and are on pace to exceed the FY2019-19 goal of $1.62M. Additionally, donor support provided the funding for new strength and conditioning equipment plus an indoor golf practice facility.

STRATEGIC DIRECTION: Student Experience			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
		2019-20	Thirteen student-athletes earned All-SoCon across six sports, 187 named to SoCon Honor Roll, and 94 named Academic All-SoCon. Meagan Sanchez received seven SoCon weekly awards and three monthly honors; was named first-team All-SoCon and SoCon Libero of the Year. Karen Glover collected SoCon Volleyball Coach of the Year. WCU football finished 28th in the FCS attendance, sixth-straight year inside the national top 30. Men's basketball finished 19-12, the second-best improvement in NCAA D-I. Carlos Dotson and Mason Faulkner received first-team All-SoCon honors and all-district with Dotson named Lou Henson All-America. Head coach Mark Prosser received the Skip Prosser Man of the Year Award. Jordan Strickland broke career singles and doubles victories records, and earned regional and national ITA Sportsmanship Awards. Four student-athletes were named Academic All-District including Abigail Veit, Onno Steger, and Erica Hayes while Emily Zipay added Academic All-America second-team plaudits and received a SoCon postgraduate scholarship. The Catamount Club closed FY19-20 over $1.5M for scholarships, all-in total nearly $2M in cash gifts and donors helped fund the turf replacement project.
GOAL 2.2: Instill institutional pride through more visible recognition and celebration of university achievements and traditions.			
Initiative 2.2.1 Create and sustain campus traditions and experiences that strengthen students' connection to their University and its surrounding communities.	Vice Chancellor for Student Affairs; Director of the Center for Service Learning; Director of Special Events; Associate Vice Chancellor for Student Affairs/Dean of Students	90% 2018-19	Creating and sustaining campus traditions is a continuing strategic initiative from the original Vision 2020 Strategic Plan (Initiative 2.3.2). Past reports have included descriptions of longstanding traditions like the Tuck River Clean Up as well as new efforts like the Chancellor's List celebrations of students achieving academic excellence. Past documentation of this initiative described enhancements to Convocation, the Freshman Run, the Legacy Pinning event on Family Weekend, and other select programs. Additionally, traditions cultivating the spirit of civic engagement through voter registration, education, and voting have also continued to increase over the past six years (e.g., in 2016 ~ 70% of WCU's registered student body voted in the general election). Finally, the solidifying of the annual campus-wide interdisciplinary theme and the annual first-year One Book, traditions have started to not only shape our campus culture, but educate and engage our students in and with our local community. WCU faculty and staff continue to look for opportunities to initiate new traditions as well as enhance those long-standing programs with proven track records for success.
		2019-20	Creating and sustaining campus traditions is a continuing strategic initiative from the original Vision 2020 Strategic Plan (Initiative 2.3.2). Past reports have included descriptions of traditions like the Tuck River Clean Up as well as new efforts like the Chancellor's List celebrations. Past documentation of this initiative described enhancements to Convocation, the Freshman Run, the Legacy Pinning event on Family Weekend, and other select programs. Additionally, traditions cultivating the spirit of civic engagement through voter registration, education, and voting have also continued to increase over the past six years. Finally, the solidifying of the annual campus-wide interdisciplinary theme and the annual first-year One Book, traditions have started to not only shape our campus culture, but educate and engage our students in and with our local community. Unfortunately, there were setbacks to WCU traditions during this reporting period. The 2019 Homecoming Parade was cancelled due to rain. In the 2020 spring term, the COVID-19 pandemic impacted campus events including the cancellation of Chancellor Brown's Installation and some of pre-planned spring 2020 programming.

STRATEGIC DIRECTION: Student Experience			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
Initiative 2.2.2 Build and sustain educational programs and celebrations of Cherokee history, culture, and traditions.	Vice Chancellor for Student Affairs; Director of the Cherokee Center	**100%** 2018-19	This past year the Cherokee Center worked to establish a list of events and activities on campus to celebrate Native American Heritage Month. This month included an array of activities some of which included a Native American Heritage Festival, Rock your Mocs Awareness walk, Reel Injun Film Night, outdoor Blowgun and Atlatl Experience and Bridging the Gaps between Technology and Native People workshop. These events were open to all students, faculty, staff and the general public so that native people would be seen as a thriving culture both in the past and present. We tracked attendance at each of these events and partnered with many departments to make these happen and more attractive. Our 2018 attendance was approximately 634 (November). We wanted to impact as many people as possible both visually, physically and through food. In addition to these planned events we also wanted to work to give honor to our closest in proximity tribal partner by hosting an array of events in Cherokee, NC. Our recommendations for 2019 is to fall in line with providing activities on campus that will sustain a celebration of Cherokee history specifically in November and all throughout the year.
		2019-20	Many of our accomplished events celebrated Cherokee topics but also included many other native tribal topics as well. Some of the events like the Native American Heritage Festival included an authentic food sample to represent each tribes differences. We partnered with the EBCI Tribal Cannery to supply authentic Cherokee traditional foods. Apart from the food the festival also included Cherokee traditional crafts, handmade products, and traditional performances including Cherokee singers and dancers both big and small from our partners throughout the community. In addition to this event we partnered with Smokey Mtn Elementary to co host a Cherokee Culture Day which included an entire day of storytelling, traditional games, weapons, pottery making, and learning Cherokee dances for over 400 children. Apart from our events we also worked to make a physical appearance on campus which included launching our Wi symbol products at the bookstore, for administration, and much more to remind our campus community about the history of campus. Our last bit of accomplishment includes finalizing an official land acknowledgement to distribute to campus community this fall.
GOAL 2.3: Implement DegreePlus.			
Initiative 2.3.1 Actively recruit and prepare faculty and appropriate staff to successfully facilitate student participation in DegreePlus.	Associate Director of DegreePlus; Director of Coulter Faculty Commons	**90%** 2018-19	In 2018-19, DegreePlus strengthened relationships with colleges, schools, Hunter Library, and academic departments and programs by presenting to multiple faculty groups, creating a DegreePlus information card customized for faculty, presenting in classrooms, and consulting with individual faculty members. Mutually beneficial partnerships continued to expand. DegreePlus tracked student attendance at multiple events held by academic programs and shared the rosters with the hosts. DegreePlus provided exposure for faculty-sponsored events in WCUEngage and web calendars. It partnered with Campus Theme and One Book. In turn, many faculty and academic programs encouraged and incentivized students to participate in DegreePlus-tagged events. In 2019-20, DegreePlus will work with faculty to create a clear path for their majors to "double-dip" discipline capstone projects with the DegreePlus-Level 3 capstone. DegreePlus will designate significant academic experiences, such as professional conferences, science fairs, entrepreneurial pitch parties, student arts exhibits, diversity initiatives, etc. as DegreePlus capstone experiences.

STRATEGIC DIRECTION: Student Experience			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
		2019-20	During 2019-20, six DegreePlus Mentors (four faculty and two EHRA staff) facilitated students participating in Level 2 and Level 3. In Fall 2019, a DegreePlus Mentor orientation was held to reconnect, provide an overview of minor changes in the program, and acclimate two new mentors to their roles. In January 2020, the mentors were consulted on a proposal to revise Levels 2 and 3 to deepen the learning of the skills. Because of their and other stakeholder's input, a revised version of Level 2 and Level 3 will be implemented in Fall 2020. When DegreePlus Day transitioned to an online format in March, the DegreePlus Mentors pivoted quickly, with the support of DegreePlus Student Ambassadors; For the first time in DegreePlus' history, 100% of the students completed Level 2 by the deadline. In 2019-20 a total of 49 students completed Level 2 and 9 completed Level 3. The DegreePlus Mentors were essential to these successes.
GOAL 2.4: Create a campus environment that facilitates a healthy lifestyle for students.			
Initiative 2.4.1 Develop a cross functional collaborative wellness model to meet student needs.	Assistant Vice Chancellor for Student Affairs - Wellness; Director of Campus Recreation and Wellness; Director of Counseling and Psychological Services; Director of Health Services; Assistant Director, Health and Wellness	80% 2018-19	As an important first step of this new strategic direction, we have been exploring various frameworks that will best reflect our campus. In the mean time, we have continued our own wellness initiatives between the departments of campus recreation and wellness, counseling and psychological services (CAPS), health services, and health and wellness education. Based on our student needs this academic year, we have focused mainly on student mental health. Completing a wellness video series of various college-related stressors, these videos have been promoted across campus, on websites, presentations, digital signage, and any other way we can share with students. In addition, a new counseling module called Cope Series, which teaches students skills in the way of managing stress for their overall wellness, has assisted CAPS with the growing need of mental health services on campus. We continue to evaluate this years programs and services so that we can ensure their effectiveness and gain knowledge in where we can enhance or add resources. Another addition this year was our new assistant director for health and wellness education position to focus on alcohol and other drugs, and other education.
		2019-20	Health and Wellness initiatives continue on campus within the student affairs health and wellness unit. Initiatives included additional videos recorded for the CAPS online Self-Help series, a collaborative Wilderness Wellness Series, student EMS initiatives for recognition as a Heart Safe Campus, creation of Catamount Wellness Ambassadors student certified peer health educators, launch of YOU@WCU health web-based resource, implementation of a health and wellness blog, health and wellness presentations in the residence halls, smoking awareness campaign, the alcohol and other drug committee (AODC) refresh, including the AODC compliance completion of the WCU Drug-Free Schools and Campuses Biennial Review Report and the Drug and Alcohol Prevention Program Annual Report. Developed a specific USI/Transition course presentation of health and wellness resources. Although a few spring programs, such as, Love your Body week and Safe Spring Break were offered, COVID-19 significantly impacted important initiatives, such as our suicide awareness march Out of the Darkness, and many others. In response, we shifted our services and programming to virtual platforms, Telehealth, and social media.

Strategic Direction 3: Inclusive Excellence

Accomplishment Highlights

- **Diversity component in liberal studies courses** - Liberal studies courses with a significant diversity component are now identified and marketed to students. More than 30 liberal studies courses have this indication.

- **Latin American Studies first-year seminar established** - The new U.S. Latinx Studies minor has expanded to offer a first-year seminar.

- **Director hired for new African American Studies minor** - David Walton, an assistant professor of history at the University of North Carolina at Pembroke, has been named the director of WCU's African American Studies minor. Walton began his new role, which includes being an assistant professor in the Department of History, Aug. 1. The first course in the program is offered in the Fall 2020 term.

- **Staff training in diversity, equity, and inclusion** - Staff of the Center for Career and Professional Development Center, and the Center for Community Engagement and Service Learning completed significant training in diversity, equity and inclusion, in preparation for working with an increasingly diverse student body. In addition, over 300 university faculty and staff participated in a range of training opportunities, including Equal Employment Opportunity and Diversity Fundamentals (EEODF), Diversity Fundamentals, Search Committee Training, Effective Communication Training Initiatives, Leadership Training Initiatives, and the National Coalition Building Institute.

STRATEGIC DIRECTION: Inclusive Excellence			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
GOAL 3.1: Broaden our commitment to diversity and inclusion by recruiting, retaining, and developing a diverse community.			
Initiative 3.1.1 Build a more diverse and inclusive student, faculty and staff community to provide an environment in which all can be successful academically and professionally.	Chief Diversity Officer; Provost; Vice Chancellor for Student Affairs; Vice Chancellor for Administration and Finance; Associate Vice Chancellor for Human Resources; Assistant Vice Chancellor for Undergraduate Enrollment; Director of Admissions; Dean of Graduate School and Research; Director, International Programs and Services; Executive Director, Educational Outreach; Assistant Athletics Director for Academics/Senior Woman Administration	51% 2018-19 2019-20	During Spring 2017, the University administered a campus-wide climate survey with results disseminated to University leadership groups. Based upon feedback from key campus constituents, this survey instrument is currently being redesigned (through the work of the Council on Diversity and Inclusive Excellence) with the goal to re-administer in Spring 2020. Additionally, in January 2018, the University participated in the UNC System Employee Engagement Survey which included components designed to assess overall institutional climate. The results of this survey were disseminated broadly to campus leadership and shared governance groups and will be utilized as a baseline for comparison with future (2020, 2022) survey offerings. Staff Senate and the Council on Inclusive Excellence have worked to align various initiatives with Strategic Initiative 3.1.1. Among these are the implementation of three of the recommendations from the Joint Taskforce on Racism, cross-promotion of diversity and inclusion initiatives through their websites and the promotion, awareness and understanding of policy 53. Several units both academic and others have established diversity, equity and inclusion committees to help guide their efforts around student, faculty, and staff support. Some areas continue to bring diverse speakers to our campus, as part of annual programming efforts. Various presentations centering around diversity were made available to the Summer Institute for Administrative Support Professionals, the Administrative and Finance division, New Faculty Orientation, NC Financial Aid State Association, Board of Trustees and. Executive Council and others.
Initiative 3.1.2 Ensure that units comply with University policies on equity, non-discrimination, compliance, and equal employment opportunity to reflect our committment to diversity and inclusion.	Legal Counsel; Vice Chancellor for Student Affairs; Vice Chancellor for Administration and Finance; Associate Vice Chancellor for Human Resources; Chief Diversity Officer; Council on Inclusive Excellence; Assistant Athletics Director for Academics/Senior Woman Administration	80% 2018-19	Building support and understanding for WCU's policies on equity, non-discrimination, compliance, and equal employment opportunity to reflect our commitment on diversity and inclusion to members of the WCU campus community continues to be a primary focus of institutional strategic planning initiatives. To promote compliance, the University currently has the following communication processes in place: New Faculty and Staff Orientation (Policy 10, 53, Title IX); Annual Policy Communication to Campus Community (Policy 10, 53); Search Committee training to include compliance/EEO and diversity obligations (342 faculty and staff during 2018); COMPASS Supervisory training (mandatory for all new supervisors and includes workshops on EEO Compliance, Harassment Awareness and Prevention, and Hiring for Diversity (27 supervisors have completed since 7/1/2017)); College/Division/Unit level Title IX training by request. To assess effectiveness, satisfaction results from the UNC System Employee Engagement Survey (specifically questions related directly to policy compliance and diversity/inclusion) are reviewed to identify perception towards compliance.

STRATEGIC DIRECTION: Inclusive Excellence			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
		2019-20	Building support and understanding for WCU's policies on equity, non-discrimination, compliance, and equal employment opportunity to reflect our commitment on diversity and inclusion to members of the WCU campus community continues to be a primary focus of institutional strategic planning initiatives. To promote compliance, the University currently has the following communication processes in place: New Faculty and Staff Orientation (Policy 10, 53, Title IX); Annual Policy Communication to Campus Community (Policy 10, 53); Links to Policy 53, diversity resources, and how to report harassment or discrimination are posted on the "Diversity at WCU" area of the university web site. Search Committee training to include compliance/EEO and diversity obligations (425 faculty and staff during FY20); COMPASS Supervisory training (mandatory for all new supervisors and includes workshops on EEO Compliance, Harassment Awareness and Prevention, and Hiring for Diversity (37 supervisors completed during FY20); College/Division/Unit level Title IX training by request. For FY20, all Divisions included specific goals in the area of equity and inclusion that were incorporated into annual plans.
GOAL 3.2: Support innovative and inclusive scholarship and teaching.			
Initiative 3.2.1 Ensure that diversity, equity, and inclusion are foundational aspects of educational offerings.	Provost; Provost's Council; Associate Provost for Undergraduate Studies; Vice Chancellor for Student Affairs; Student Affairs Leadership Team; Chief Diversity Officer	25% 2018-19	WCU has been advancing in this arena recently. 1) The Liberal Studies Committee (LSC) spent several months exploring the current status of educational offerings that include a diversity, equity, and inclusion aspect, with an outcome to address any gaps in these areas. The LSC passed a resolution supporting the initiatives. Exhaustive work was completed and in the 2019 summer, the Office for Undergraduate studies will update and highlight these offerings for students' awareness. 2) The Latin American Studies Minor has been launched, effective Fall 2018, and accompanied by the Josephina Niggli Guest Speaker Series. 3) The campus theme, Defining America, offered a plethora of learning opportunities in diversity, equity, and inclusion, among other topics. 4) An interdisciplinary committee was established to explore development of an African American Studies minor and has submitted its report to the Dean of the College of Arts and Sciences and the Provost. 5) Various leadership groups, e.g., the Provost's Council, participated in extensive professional development in programs such as Safe Zone (LGBTQI populations) to enhance our knowledge base for working with our students.
		2019-20	While the SGA and Faculty Senate request to the Liberal Studies Committee on taking action to include a required course in diversity for all students was not approved, the following progress in this area has been made: 1) The current master list of all existing/approved courses in the Liberal Studies Program has been approved and those courses with a significant diversity component have been identified (by asterisk) and advertised to students and advisors; more than 30 courses. 2) The new African American Studies Minor is under development and a new director/faculty member for this program was hired effective July 1, 2020. The first course in the program will be taught this fall. 3) The Latinx Studies minor has expanded to offer a first year seminar in Latin American Studies, and the program continues to enroll students. The Centers for Career/Professional Development and Community Engagement/Service Learning have provided significant and comprehensive professional development in diversity, equity, and inclusion for all staff so that they are prepared to work with a diverse student body and can in turn, help our students to be prepared to excel in a diverse post collegiate world.

STRATEGIC DIRECTION: Inclusive Excellence

Initiative	Contributors	Progress	Summary of Results to Date
Initiative 3.2.2 Provide ongoing, appropriate diversity professional development for faculty and staff.	Chief Diversity Officer; Provost; Vice Chancellor for Student Affairs; Director of Intercultural Affairs; Associate Vice Chancellor for Human Resources	50% 2018-19 2019-20	Through Human Resources and the Chief Diversity Office, various training workshops were offered during the year 2018. Human Ressources offered eleven different workshops that covered one or several aspects of Diversity and Inclusion. At least 319 employees participated in these workshops The NCBI team engaged 407 faculty and staff members during the 2018-19 year. Various departments across campus engaged in staff and faculty development by sponsoring webinars, conference attendance with a focus on the LGBTQ+ community, providing safe zone training to the campus and participating in GreenZone and CareZone programs. This past academic year members of the WCU Faculty and Staff participated in training that covered Equal Employment Opportunity and Diversity Fundamentals (EEODF), Diversity Fundamentals, Search Committee Training, Effective Communication Training Initiatives, Leadership Training Initiatives, National Coalition Building Institute, 7th annual Summer Institute for Administrative Support Professionals (SIASP)and Cultural Competence through the use of the Intercultural Development Inventory. Over three hundred individuals participated in these trainings.
GOAL 3.3: Foster an inclusive University community.			
Initiative 3.3.1 Administer a campus climate survey biannually and develop an action plan to address the results. Implement the recommendations of the Taskforce on Racism and report progress annually.	Associate Vice Chancellor for Human Resources; Executive Council	60% 2018-19 2019-20	During Spring 2017, the University administered a campus-wide climate survey with results disseminated to University leadership groups. Based upon feedback from key campus constituents, this survey instrument is currently being redesigned (through the work of the Council on Diversity and Inclusive Excellence) with the goal to re-administer in Spring 2020. Additionally, in January 2018, the University participated in the UNC System Employee Engagement Survey which included components designed to assess overall institutional climate. The results of this survey were disseminated broadly to campus leadership and shared governance groups and will be utilized as a base line for comparison with future (2020, 2022) survey offerings. During the past year the university, led by the CDIE, has implemented the following recommendations of the Joint Task Force for Racism: 1. April 2019: adopted the Community Vision Statement to address Recommendation #1. 2. July 2018: Created diversity calendar of events centralize all diversity related activities at one site to address Recommendation #4. Key updates for the 2019-2020 academic year include: -Completion of the 2020 UNC System Employee Engagement Survey with key aspects of this survey designed to assess overall institutional climate. Results of this survey will be available during Fall 2020. -Implementation of key aspects of the recommendations from the Joint Task Force on Racism to include: Reorganization of Chief Diversity Officer function as a direct report to the Chancellor; Diversity and Inclusion is identified as one of Chancellor Browns' top 3 priorities; Conducted a 10-year review of WCU's student enrollment, faculty and staff hiring, and other areas of interest.

STRATEGIC DIRECTION: Inclusive Excellence			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
Initiative 3.3.2 Develop and implement a robust university diversity and inclusion plan.	Chief Diversity Officer; Council on Inclusive Excellence; Director of Intercultural Affairs; Faculty Senate	50% 2018-19 2019-20	During the Spring of 2018, the Council on Inclusive Excellence established a subcommittee to work on developing a diversity plan for WCU. The subcommittee met multiple times during the course of the year. On February of 2019, the first draft of the Diversity Plan was shared with the Council on Inclusive Excellence. During the March 2019 meeting of the Council on Inclusive Excellence, a second draft of the Diversity Plan was brought forward for discussion. The subcommittee continues to gather feedback and will be bringing the third draft forward, at the April 2019 meeting of the Council on Inclusive Excellence. The Council on Inclusive Excellence completed a diversity plan in spring of 2019, and submitted the plan to the Interim Provost and to the Chancellor during the 2019-2020 academic year. The council is awaiting feedback.
Initiative 3.3.3 Establish unit diversity initiatives that align to the university diversity plan.	Chief Diversity Officer; Council on Inclusive Excellence; Director of Intercultural Affairs; Faculty Senate	29% 2018-19 2019-20	Every unit in the Academic Affairs division has diversity plans that were established between the fall of 2017 and the spring of 2018. The development of the University Diversity Plan is not complete. We anticipate that the Diversity Plan will be ready with the start of the Fall 2019 semester. The Council on Inclusive Excellence completed a diversity plan in spring of 2019, and submitted the plan to the Interim Provost and to the Chancellor during the 2019-2020 academic year. The council is awaiting feedback. Individual unit goals will be adjusted once a final draft of the institutional diversity plan is completed.

Strategic Direction 4: Regional and Community Engagement

Accomplishment Highlights

- **Faculty community engagement activities** - The faculty activity database, a self-reported platform for faculty activities, recorded 19,838 events and activities in the current year, including faculty-initiated clinical practices, field trips, partnerships, speaking opportunities, and other related community engagement.

- **Outdoor Economy Conference doubles in size** - The 2019 Outdoor Economy Conference was held on October 10 in Asheville and attracted 530 participants from 14 states and included two business pitch competitions for WCU students and entrepreneurs in Asheville hosted by the Small Business Technology Development Center and Waypoint Accelerator.

- **LIFE@WCU program growth** - LIFE@WesternCarolina is a lifelong education program specifically designed to provide learning opportunities to adults ages 50 and over, and provides programs in Cullowhee and Biltmore Park. In 2019-20, Biltmore Park hosted 21 Life@WCU programs and saw its membership increase 45%.

- **Millennial Campus housing comes online** - the public-private partnership with student housing developer Zimmer Development Company has resulted in a 500 bed apartment complex on the West Campus, the Husk at Western Carolina University, which oppened for occupancy in August 2020.

- **Increased professional and continuing education at Biltmore Park** - In 2019-20, fifty-six professional development and continuing education programs were offered at the Biltmore Park facility, with 1,365 participants, the representing a 122 percent increase over the previous year.

- **University community service efforts** - In 2019-20, university employees utilized 3,220 hours of community service leave. In addition, the Center for Community Engagement and Service Learning facilitated over 100 projects with 140 partners, involving more than 15,000 hours of service by university faculty, staff, and students.

- **WNC Trailing Partners assists with job searches** - WCU has partnered with regional employers to form a formal network for job seekers, utilizing LinkedIn to form the group WNC Trailing Partners. Since its inception in May 2018, the network has grown to 87 members.

STRATEGIC DIRECTION: Regional and Community Engagement			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
GOAL 4.1: Strengthen relationships and communication between the University and our external partners.			
Initiative 4.1.1 Provide the appropriate level of institutional support necessary to ensure success with external partnerships and collaborations, including creation of transparent, easy-to-navigate structures.	Provost; Executive Director for Community and Economic Engagement and Innovation; Dean of College of Business	75% 2018-19 2019-20	WCU has many offices and employees dedicated to community engagement, including: Office of Community and Economic Engagement and Innovation, Center for Career and Professional Development, Center for Community Engagement and Service Learning, Center for the Study of Free Enterprise, Cherokee Center, Office of Equal Opportunity and Diversity, Corporation for Entrepreneurship and Innovation, Development and Alumni Engagement, Public Policy Institute, Sponsored Research, The Rapid Center, Educational Outreach, Graduate School, WCU Programs in Asheville, and the Small Business Technology and Development Center. More information can be found at https://www.wcu.edu/engage/regional-development/ WCU has many offices and employees dedicated to community engagement, including the following: Office of Economic Development and Regional Partnerships, Office of External Relations, Center for Career and Professional Development, Center for Community Engagement and Service Learning, Center for the Study of Free Enterprise, Cherokee Center, Office of Equal Opportunity and Diversity, Corporation for Entrepreneurship and Innovation, Development and Alumni Engagement, Public Policy Institute, Sponsored Research, The Rapid Center, Educational Outreach, Graduate School, WCU Programs in Asheville, and the Small Business Technology and Development Center. More information can be found at https://www.wcu.edu/engage/regional-development/
Initiative 4.1.2 Create an institutional council with representatives from each division and college to provide direction and enhance internal communication about external partnerships and engagement.	Executive Director for Community and Economic Engagement and Innovation; Chief Marketing Officer; Director External Relations	90% 2018-19	In Spring 2018, Dr. Arthur Salido established 2 groups, Academic and Academic Support, who meet once a semester to discuss their departments' and units' external engagement activities. The Academic group consists of representatives from each college, Asheville Programs, Educational Outreach Programs, the Graduate School, and Health and Human Sciences. The Academic Support group consists of representatives from Career and Professional Development, Community Engagement and Service Learning, Study of Free Enterprise, Bardo Arts, Cherokee, Mountain Heritage, Small Business Technology Development, the Office of Equal Opportunity and Diversity Programs, Communications and Public Relations, the Corporation for Entrepreneurship and Innovation, Development and Alumni Engagement, External Affairs, Public Policy Institute, Sponsored Research, Rapid Center. Dr. Salido chairs both groups and provides updates on his work as the Executive Director for Community and Economic Engagement and Innovation. Minutes are taken at every meeting for both groups to generate reports that are sent to the Executive Council and the Provost Council.

STRATEGIC DIRECTION: Regional and Community Engagement			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
		2019-20	To learn about engagement activities at WCU and improve communication across campus, Dr. Arthur Salido convenes the Academic Engagement Council and the Academic Support Engagement Council. Council members share activities and discuss opportunities to collaborate with each other and with external partners. Minutes are recorded and compiled in a report that is shared with council members and the Provost Council. The Academic Engagement Council consists of representatives from each college, WCU Programs in Asheville, Educational Outreach Programs, the Graduate School, and the Honor's College. The Academic Support Engagement Council consists of representatives from the following centers: Career and Professional Development, Community Engagement and Service Learning, Study of Free Enterprise, Bardo Arts, Cherokee, Mountain Heritage, Small Business Technology Development, the Office of Equal Opportunity and Diversity Programs, Communications and Public Relations, the Corporation for Entrepreneurship and Innovation, Development and Alumni Engagement, External Affairs, Public Policy Institute, Sponsored Research, and the Rapid Center.
Initiative 4.1.3 Engage external partners to facilitate economic and community development in Cullowhee, Jackson County, and surrounding counties, through community leadership initiatives, collaborative research and development efforts, and regional development conferences.	Executive Director for Community and Economic Engagement and Innovation; Director of Sponsored Research; Director of Entrepreneurship and Innovation Programs and Activities (CEI); Director of Special Events	90% 2018-19	The Outdoor Economy Conference was held October 5, 2018 with 250 attendees, 50 represented small businesses and 60 represented support organizations, nonprofits and economic development offices, and came from about 40 cities and towns in three states. The Outdoor Gear Design and Manufacturing Summit was held February 21, 2019 as a follow up to the Outdoor Economy Conference. This summit focused on the gear manufacturing and design industry. More than twenty companies were present, including representatives from regional community and economic development organizations, WCU faculty, and students. The day kicked off with tours of the Rapid Center followed by a Hackathon. ScaleUp WNC- Mountain BizWorks is hosting their small business growth development program on WCU's Cullowhee and Biltmore Park campuses throughout March, April, and May 2019. Having the event at WCU has allowed small businesses in Western North Carolina to become more familiar with WCU and learn about WCU's resources.
		2019-20	Dr. Arthur Salido was awarded $134,000 by the USDA Rural Business Development Grant Program and obtained a $56,000 grant for Steve Ha to work with the French Broad River Fellowship, managing an economic impact study involving several students, faculty, and numerous volunteers. The 2019 Outdoor Economy Conference was held on October 10 in Asheville and attracted 530 participants from 14 states and included two business pitch competitions for WCU students and entrepreneurs in Asheville hosted by the Small Business Technology Development Center and Waypoint Accelerator. The Mtn Heritage Day festival brought over 15,000 visitors to experience a one-of-a-kind event featuring three stages of live entertainment, along with performances and demonstrations celebrating the Southern Appalachian mountain culture. WCU hosts one major alumni event annually in each of our key areas in the state and region including Asheville, Greensboro, Raleigh, Charlotte, Atlanta as well as smaller events in smaller regional locations. The Division of Educational Outreach (EO) offered 41 different professional development programs in 116 events and served 4952 participants throughout the year.

STRATEGIC DIRECTION: Regional and Community Engagement			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
Initiative 4.1.4 Develop the West Campus, with its Millennial Initiative designation, as a national model for rural, public, private partnerships that are integrated into the academic enterprise and which support community-based economic development with a focus on improving the health of the region.	Vice Chancellor for Administration and Finance; Dean of Health and Human Sciences; Executive Director for Community and Economic Engagement and Innovation	55% 2018-19 2019-20	In summer of 2018, WCU issued a REquest for Quotation to seek a public private partnership with a student housing developer to develop 500 beds on the West Campus. Zimmer Development Company was selected, a ground lease entered and construction is scheduled to begin in Spring 2019. The initiative to develop a medical office building adjacent to the Health and Human Sciences building continues to be on "hold" as the chosen developer seeks an anchor tenant. Discussion has begun to consider the possibility of developing a University Based Retirement Community on the West Campus. Further study and broader campus involvement is expected. The public private partnership with Zimmer Development Company to develop 500 beds of student housing on West Campus is nearing completion. Construction is scheduled to be completed for occupancy in Fall 2020. The initiative to develop a medical office building adjacent to the Health and Human Sciences building continues to be on "hold" as the chosen developer seeks an anchor tenant. In addition to discussion of the possibility of developing a University Based Retirement Community on the West Campus, discussion has also begun regarding the potential for partnerships that could provide faculty/staff housing.
Initiative 4.1.5 Enhance existing and develop new curricular, continuing education, and professional development programs at Biltmore Park to prepare skilled employees to serve growth in the greater Asheville-Hendersonville area (e.g., professional and business services, educational and health services, leisure and hospitality, retail trade, and advanced manufacturing technology).	Executive Director of Educational Outreach; Executive Director of Biltmore Park; Chief Marketing Officer; Executive Director for Community and Economic Engagement and Innovation	100% 2018-19 2019-20	Western Carolina University continues to grow the number of continuing and professional education programs at Biltmore Park. In 2018, fifty-two public offerings were held at the Biltmore Park site. There were 50 events in 2017 with an increase of 2 events. However, average enrollment increased from 8 individuals to 10 individuals. There were also four customized training programs held at other locations. These training resulted from the public offerings. LIFE@WesternCarolina had level membership with 24 programs per year for this target group and those events are not included in the numbers above. Connections continue to be made with each sector including non-profits, small business, manufacturing, education and government. Biltmore Park continues to be a meeting place for many organizations in Asheville. There were more than 200 contacts made by the Executive Director of Economic Development. There contacts resulted in dozens of referral to campus individuals and services. WCUs Programs in Asheville's partnership with the Division of Educational Outreach (EO) helped meet the workforce development needs in the community through professional development, lifelong learning and enrichment programs for adults. Fifty-six professional development and continuing education programs were offered throughout the year. A breadth of professional development topics were covered in a variety of formats including workshops, certificate programs, and conferences. These offerings also included specialized contract training for businesses that wanted to train a cohort of employees as well as public offerings drawing in folks from other regions and states. Some 1365 people participated in the continuing and professional education programs offered at WCU BP this year. This is an increase of 122 percent over last year! Due to the Covid-19 pandemic, however, WCU shifted several of these programs online in late spring, and several programs were cancelled due to the state closing and pandemic restrictions. Additionally, the Life@ lifelong education program for adults ages 50 and over in Asheville increased its membership approximately 45% in 2019-20, and hosted 21 programs.

STRATEGIC DIRECTION: Regional and Community Engagement

Initiative	Contributors	Progress	Summary of Results to Date
Initiative 4.1.6 Expand and enhance interdisciplinary outreach efforts and potential partnerships focused on economic and community development to support curricular and co-curricular foci.	Executive Director for Community and Economic Engagement and Innovation; Director of the Center for Service Learning	80% 2018-19	The Executive Director of Community and Economic Engagement and Innovation (ED) attended over 450 meetings with regional and statewide partners, including over 100 organizations, and hundreds of individuals to promote community and economic transformation. The office was a collaborator on a $1.5 million Appalachian Regional Commission POWER Initiative proposal to support the regional outdoor economy and co-organized WCU's first outdoor industry conference to support regional businesses and organizations. The ED was recently appointed to the inaugural Outdoor Recreation Industry Office Advisory Council for the state of NC. This will leverage this position for further opportunities that benefit WCU. In addition, the work of the office has been recognized nationally. For example, Cullowhee was recently ranked #13 most dynamic micropolitan by the Walton Family Foundation. The ED also serves on two UNC system councils that promote engagement across NC, the UNC Engagement and UNC Economic Transformation councils. The ED is very active in developing regional conferences like an outdoor gear design and manufacturing summit and one focused on advanced manufacturing.
		2019-20	The Executive Director of Economic Development and Regional Partnerships, Dr. Arthur Salido, attended over 600 meetings with regional and statewide partners, including over 100 organizations, and hundreds of individuals to promote community and economic transformation. He was a collaborator on a $134,000 USDA Rural Business Development Grant and co-organized WCU's second outdoor industry conference to support regional businesses and organizations. For the second time in as many years, Cullowhee was recently ranked #2 most dynamic micropolitan by the Young Firms and Regional Economic Growth (2020). The Center for Community Engagement and Service Learning has 140 partners and students, faculty, and staff were engaged across campus in over 100 projects totaling more than 15,000 hours of service. Voting efforts engaged over 1,000 voters in the 2020 primary through registration, education, and engagement efforts. Finally, the CCESL helped facilitate the successful national award and grant applications for 5 different community projects (eg, food insecurity, regional engagement, engaged faculty of the year, community partner of the year, and faculty engaged scholarship of the year).
GOAL 4.2: Develop and implement a plan to communicate the University's regional and community engagement activities.			
Initiative 4.2.1 Develop and monitor (annually) university resource inventory of programs, services, facilities, and faculty/staff expertise that are available to the public.	Executive Director for Community and Economic Engagement and Innovation; Staff Senate; Coulter Faculty Commons;	80% 2018-19	There were 115 unique events listed in a 2016-2019 report from the Faculty Activities Database which contained instances of faculty-initiated clinical practice, field trips, partnerships, speaking opportunities, and related community engagement. The report is not comprehensive and faculty activities are self-reported. The Executive Director of Community and Economic Engagement and Innovation will be coordinating with the Provost's Office to develop an effective inventory resource during the remainder of 2018-2019.
		2019-20	There were 19,838 events or activities listed in a 2019-2020 usage report from the Faculty Activities Database which included instances of faculty-initiated clinical practices, field trips, partnerships, speaking opportunities, and related community engagement. The report is not comprehensive and faculty activities are self-reported. Information from this database is being used to create Faculty Web Profiles which will be published starting July 1, 2020. These profiles will help internal and external audiences understand faculty expertise and help streamline and increase engagement activities.

STRATEGIC DIRECTION: Regional and Community Engagement

Initiative	Contributors	Progress	Summary of Results to Date
Initiative 4.2.2 Develop a network within the University and with regional businesses and institutions to enhance employment opportunities for spousal and partner hiring and facilitate a network of opportunities, where possible, for affordable child care, health care, and housing options for faculty, staff, and students.	Executive Director for Community and Economic Engagement and Innovation; Associate Vice Chancellor of Human Resources	65% 2018-19	As of August 2018 the University has partnered with several major WNC employers (to include Mission Health and Asheville Chamber of Commerce) to develop a formal network to help facilitate the job search experience for trailing partners. Information on the program (titled "WNC Trailing Partners") is provided to all new hires during the hiring and/or orientation process. The partnership consists of an active group of WNC businesses and industries focused on hiring and retaining great talent from among those moving to our area due to partner relocation. The purpose of the program is to provide participants with an avenue for advice, connections, and potentially employment. Additionally, the University is an active member of HERC (Higher Education Resource Consortium) of the Carolinas. Through this partnership the WCU community has access to a "dual-career" search engine designed to identify career opportunities within a defined geographical location.
		2019-20	The University continues to partner with several major WNC employers (to include Mission Health and Asheville Chamber of Commerce) in a formal network of area employers to help facilitate the job search experience for trailing partners. LinkedIn is the platform and the group is titled "WNC Trailing Partners". Since its inception in May 2018, it has grown to 87 members, representing various area employers. In addition to providing the link to all new hires during the hiring and/or orientation process, it is also provided to search committees engaged in national searches. Additionally, the University is an active member of HERC (Higher Education Resource Consortium) of the Carolinas. Through this partnership the WCU community has access to a "dual-career" search engine designed to identify career opportunities within a defined geographical location. Human Resources has increased its promotion in the last year of the FamilySource® work-life solutions program through the University Employee Assistance Program. This program offers employees customized solutions that help address a wide range of issues such as child or elder care services, and housing solutions.
Initiative 4.2.3 Promote, publish, reward, and celebrate staff and faculty community engagement.	Director of Center for Service Learning; Associate Vice Chancellor for Human Resources; Faculty Senate	75% 2018-19	Faculty and Staff have been actively engaged in community service and related activities during the past year. For 2018, University employees utilized 4,519 hours of community service leave (up from 490 when tracking was initiated in 2009). Additionally, the University through the Department of Service Learning set up 25 service activities with the College of Fine and Performing Arts, the Advising Center, Staff Senate, WCU Leadership Tour, and the Leadership Academy to organize days of service to engage their members. Additionally, Staff Senate has made Community Service a top initiative for the 2018-2019 academic year sponsoring several community activities designed to promote staff volunteerism by giving back to the community. The Staff Senate has set as a goal for 2018-2019 for all Senators to have participated in at least one activity. Through the leadership of Service Learning, the University provides several awards that are directly focused on recognizing and rewarding faculty/staff engagement. Specifically, there are five distinct awards with one campus level excellence in community engagement award, and 10 Faculty Institute on Community Engagement "graduates" per year.

STRATEGIC DIRECTION: Regional and Community Engagement			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
		2019-20	Faculty and Staff have been actively engaged in community service (CS) during the past year. For FY 2020, University employees utilized 3,220 hours of community service leave (CSL). The Center for Community Engagement and Service Learning collaborated to support 30 service activities in partnership with Staff Senate and the Division of Development to organize days of service to engage their members. CSL initiatives in the form of I Love WCU Month & Staff Senate partnership increased staff engagement substantially. Additionally, a tracking system was piloted to help track service for the month of February. Part of I Love WCU Month's campus competition included the tracking of division and college service hours. This was a new initiative that seeks to further embed service opportunities into the culture of WCU. Staff Senate continued to have CS as a hallmark of their 2019-2020 agenda with the Senate having 100% participation in at least one CS event. Through the leadership of CCESL, the University provides several awards that are directly focused on recognizing and rewarding faculty/staff engagement. In 2019-2020 there were 17 distinct awards (7 for staff & 10 for faculty).

Strategic Direction 5: Employee Excellence

Accomplishment Highlights

- **Faculty and staff salary support** - In March 2020, the University strategically allocated $1.29 million to address critical compression/inversion issues for faculty and staff.

- **ComPych wellness programs adjust to COVID-19 work environment** - As a result of the move to telework in March 2020, ComPsych offered a Coronavirus U.S. Digital Toolkit. Sessions included "Navigating Life at Home; Self-Isolating Together: How to Get Along With Your Partner and Kids During The Pandemic; Being An Effective Manager During The COVID-19 Pandemic; Coping with Uncertainty About the Coronavirus; and Navigating Your Work. Earlier in the year, Human Resources, in partnership with ComPsych, provided five workshops to employees: Emotional Eating; Hobbies for Mental and Physical Health; Impact of a Difficult Childhood; The Successful Single Parent; and Emotional Intelligence.

- **Professional development programs adjust to COVID-19 work environment** - In 2019-20, Human Resources delivered professional development programming to 1,034 participants (493 in-person, 541 on-line). Key offerings included programming from the Franklin Covey All-Access library, Crucial Conversations, and Process Communication Model professional programs. In response to the COVID-19 event, the University developed an online training program for supervisors on how to effectively manage a remote workforce and moved new employee orientation to 100% online.

- **Faculty research grant funding increases** - In 2019-20, research grant funding received increased from $5.5M to $6.2M. Additionally, there was a significant increase in the dollar amount of proposals being submitted, increasing from $13M in the previous year, to $20M this year.

- **LMS for faculty and staff completed** - Through partnership with Coulter Faculty Commons, Information Technology, and Human Resources, the University has successfully completed the project to establish an online LMS (via the Blackboard portal) for faculty and staff. This platform will facilitate all aspects of training and professional development, including tracking of grades and certifications, and allow for organizing training offerings into categories, and more easily allow progress monitoring by users.

STRATEGIC DIRECTION: Employee Excellence			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
GOAL 5.1: Ensure salary and compensation benefits package remains an institutional priority to attract, reward, and retain the highest quality employees.			
Initiative 5.1.1 Advocate for the financial resources and structural framework necessary to offer competitive, attractive, and cost-effective total compensation (salary and benefits) packages. As part of this initiative and through partnership with the UNC system, WCU will strategically develop and implement best practices designed to attract, reward, and retain high performing faculty and staff.	Chancellor; Executive Council; Associate Vice Chancellor of Human Resources	90% 2018-19	The University continues to identify salaries as a top institutional priority during the annual budget process. During academic year 2017-2018 the University strategically allocated $1.3 million to address existing staff and faculty salaries. On July 1, 2018 the State of NC implemented a minimum salary floor of $31,200. This resulted in significant increases for many of WCU's lowest paid staff. To assess overall salary competitiveness and equity the University conducts an annual salary review process which is utilized to assess potential market, equity, compression, and inversion issues. The data from this review is shared with each respective Division Head and Dean to help provide for an informed decision-making process when allocating salary adjustments.
		2019-20	For FY2020, the University continues to identify salaries as a top institutional priority during the annual budget process. Additionally, University leadership continues to advocate for faculty and staff compensation to key external constituents to the greatest extent possible. In March 2020, the University strategically allocated $1.29 million to address critical compression/inversion issues for faculty and staff. To monitor both external market competitiveness and overall equity, the University conducts an annual salary review process. This process is conducted each Fall and is designed to assess potential market, equity, compression, and inversion issues. The data from this review is shared with each respective Division Head and Dean to help provide for an informed decision-making process when allocating salary adjustments.
GOAL 5.2: Ensure professional development opportunities for all employees.			
Initiative 5.2.1 Continue support for professional development for all employees as a fiscal priority.	Unit Supervisors; Associate Vice Chancellor for Human Resources; Director of Coulter Faculty Commons	60% 2018-19	During 2018 the University facilitated a multitude of internal professional development opportunities for faculty and staff. Primary service providers for these offerings were Human Resources and Coulter Faculty Commons. Specifically, HR facilitated a total of 68 in-person and on-line events providing development delivery to 614 participants . Key professional development topics included: Job and Personal Effectiveness; Leadership and Supervisory Development; New Supervisor Orientation; Policy/Compliance. CFC facilitated 48 professional development events with delivery to 354 participants. Key topics included Team-Based Learning and Peer Assessment; Cooperative Learning Workshops; Blackboard 101; and Teaching Online with Impact.
		2019-20	During 2019 -2020 the University continued to provide a variety of internal professional development opportunities for faculty and staff. Specifically, Human Resources delivered 1,034 professional development encounters (493 in-person, 541 on-line). Key offerings included programming from the Franklin Covey All-Access library, Crucial Conversations, and Process Communication Model professional programs. In response to the COVID-19 event, the University developed an online training program for supervisors on how to effectively manage a remote workforce and moved new employee orientation to 100% online. Through the University budget process, Staff Senate was allocated $10,000 for staff development needs. From this, 15 staff received a total of $9,773 for critical training/professional development needs.

STRATEGIC DIRECTION: Employee Excellence

Initiative	Contributors	Progress	Summary of Results to Date
Initiative 5.2.2 Develop a process to report and document the impact of professional development for faculty and staff.	Director of Coulter Faculty Commons; Associate Vice Chancellor for Human Resources	50% 2018-19	Through partnership with Coulter Faculty Commons, Information Technology, and HR, the University has initiated a project to establish a centralized Learning Management System (LMS), via the Blackboard portal, for faculty and staff. To support this initiative, a dedicated LMS position was established to facilitate this project and initial registration and course offerings were transitioned to the new LMS in March 2019. Next steps will include certifying the system as SCORM (Shareable Content Object Reference Model) compliant; launching the registration tool for both on-line and in-person training events; tracking of grades, certifications, etc.; robust and flexible reporting capabilities that allows a mixing of variables (supervisor, department, job category, classification, hire date, etc.); automatic interface with Banner on a daily basis to update employee profiles within the LMS; ability to group training offerings into categories, curriculum groups.programs, tracks, etc.; ability to automatically assign curriculum groups, programs, etc. to groupings of employees; ability to monitor training requirements and assign when training becomes due; employee self-service to training records; and assignment of roles that correspond to different org levels.
		2019-20	Through partnership with Coulter Faculty Commons, Information Technology, and Human Resources, the University has successfully completed the project to establish an online LMS (via the Blackboard portal) for faculty and staff. Key implementation components include: registration tool for both on-line and in-person training events; tracking of grades, certifications, etc.; reporting capabilities that allows for mixing variables (supervisor, department, job category, classification, hire date, etc.); Automatic interface with Banner on a daily basis to update employee profiles within the LMS; ability to group training offerings into categories, curriculum groups/programs, tracks, etc.; ability to automatically assign curriculum groups, programs, etc. to groupings of employees; ability to monitor training requirements and automatically assign programs when training becomes due; employee self-service (review of training progress and training records); assignment of roles that correspond to differing levels of system access (administrator, supervisor, facilitator, etc.). A remaining priority will be to begin to centralize training records on this platform.
GOAL 5.3: Support scholarship and creative activities to foster our mission as a regional comprehensive university.			
Initiative 5.3.1 Strengthen the organizational structure to better integrate research and the Graduate School at the University.	Dean of Graduate School and Research	30% 2018-19	Faculty research resources including the current Provost Internal Grants along with the Faculty Research and Creative Activities Awards are in discussion for integration to better facilitate faculty research resource needs for new faculty, new research projects for continuing faculty, and creative scholarship for all faculty. The integration will help to increase resource visibility with the goal of increased applications to facilitate more scholarship and research, funded by external and internal sources, across a broader range of academic fields at Western Carolina University. Proposals for new graduate certificates and programs are currently working through both the WCU and UNC Systems of review and consideration. The Master of Social Work program expanded to Biltmore Park in Asheville in Fall 2017, the Doctorate of the Physical Therapy program will expand to Biltmore Park in Asheville in Fall 2019, the Doctorate of Psychology program is starting in Cullowhee in Fall 2019, and the Master of Athletic Training program is starting in Cullowhee in Fall 2020.

STRATEGIC DIRECTION: Employee Excellence			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
		2019-20	Our second year of activity in 2019-2020 of the WCU Research Council included four bi-monthly meetings with faculty representation from all six academic colleges as well as staff representation from the Office of Research Administration, Coulter Faculty Center, and Undergraduate Research. Our Research Council has developed three subcommittees with foci on faculty research mentoring, undergraduate research, and assessment and benchmarking. Faculty research resources include the Provost Scholarship Development Award, a program that funded 17 internal awards to faculty members for a total of $170,737 in academic year 2019-2020. The goal of the program is to initiate research leading to future submission of externally funded proposals. New graduate programs include the Doctorate of Psychology which has admitted its second cohort of graduate students for Fall 2020, and the M.S. in Experiential and Outdoor Education, and the M.S. in Athletic Training which have admitted their first cohorts of graduate students for Fall 2020.
Initiative 5.3.2 Strengthen institutional infrastructure to support scholarship and creative activities, including funding for reassigned time for scholarship, library support, graduate research assistantships, undergraduate research, summer research grants, seed funding, equipment replacement, and travel for conference presentations.	Associate Provost for Academic Affairs; Dean of Graduate School and Research; Deans; Director of Sponsored Research	30% 2018-19 2019-20	There has been limited progress in in the past few months in this area beyond what is currently in place. Indirect funds for faculty seed money for research has continued this year from the Provost's allocation. The revenue sharing model with the colleges implemented for summer session several years ago continues to be a source of funding for faculty summer research, equipment replacement, and faculty travel. While the overall number of research grant proposals and awards declined from 94 to 89 and 82 to 71, there was a significant increase in amount of actual funding received from $5.5M to $6.2M, which included support for graduate research assistantships. Additionally, there was a significant increase in the dollar amount of proposals being submitted (increase from $13M to $20M). Undergraduate research, seed funding, library support, and summer research grants continued at the same pace as in previous years. Student conference travel was increased slightly because of a reduction in other annual expenditures that resulted in a reallocation of funds to this area (approximately $55K).
GOAL 5.4: Create an environment in which the primary role of faculty as teacher-scholars is recognized and valued.			
Initiative 5.4.1 Develop and implement integrated faculty workload expectations and policies that facilitate exemplary teaching, scholarly productivity, and public service.	Faculty Senate; Provost; Associate Provost for Academic Affairs; Deans; Assistant Vice Chancellor for Institutional Planning and Effectiveness; Director, Academic Resources and Business Operations	35% 2018-19 2019-20	The Associate Provost for Academic Affairs (APAA) and Registrar creating guidelines for classifying course types, contact and credit hour definitions. The APAA, Director of Academic Resources and Budgeting, the Office of Institutional Planning and Effectiveness, and Registrar are developing definition and classification system of Weighted Teaching Units and system to better quantify instructional work load. Exploring alternative options available through external vendors/consultants. Faculty Database used to document faculty teaching, scholarship, and service for Annual Faculty Evaluations and TPR/PTR actions (on-going). A partnership between IT, the Business Intelligence/Data Analytics team, and Academic Affairs has yielded an updated Academic Affairs Dashboard within Catalytics which has greatly expanded our capability to access a standardized data set to make meaningful data-informed decisions. This tool will help inform budgetary and workload planning going forward.

STRATEGIC DIRECTION: Employee Excellence			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
Initiative 5.4.2 Assess and support the needs of non tenure track faculty.	Faculty Senate; Provost; Associate Provost for Academic Affairs	45% 2018-19 2019-20	Implementing recommendations of Non-Tenure Track Task Force and Faculty Senate. Submitted budget request through university budget process for recurring funds to establish professional development fund for non-tenure track faculty. Draft Faculty Handbook language under review by Faculty Senate establishes promotion path structure for non-tenure track faculty. Salary Task force making recommendation to consider promotional salary increases for non-tenure track faculty. Multiple new position titles and a pathway to promotion for non-tenure track faculty have been developed and Faculty Handbook language has been approved by the Faculty Senate and Board of Trustees. Academic department are in the process of revising Departmental Collegial Review Documents (DCRD) with initial implementation of the promotion process intended for the 2020-21 academic year. Finalization of DCRD revisions has been extended due to the COVID-19 crisis. The new faculty web profile was launched, creating faculty profiles on the WCU website, populated from the Faculty Activity Database, with an option for adjunct faculty to create a web profile.
Initiative 5.4.3 Provide department heads and deans flexibility within the parameters of fiscal realities in assigning faculty workload to accommodate significant contributions for responsibilities such as advising, undergraduate and graduate research supervision and mentoring, and student career development.	Faculty Senate; Provost; Associate Provost for Academic Affairs; Provost's Council	45% 2018-19 2019-20	The Associate Provost for Academic Affairs, Director of Academic Resources and Budgeting, the Office of Institutional Planning and Effectiveness, and Registrar are developing classification and documentation system to better quantify instructional work load. Exploring alternative options available through external vendors/consultants. Faculty Database used to document faculty teaching, scholarship, and service. The new Academic Affairs Dashboard within Catalytics greatly expands our capability to access a standardized data set to make meaningful data-informed decisions around faculty workload. Departments are revising DCRDs to incorporate changes for non-tenure track faculty. The University Research Council is working to enhance the research presence on campus with a specia emphasis on determining the level and extent of undergraduate research across campus. The support and recognition of engaged learning opportunities have been emphasized in the teaching modality shifts associated with the pandemic.
Initiative 5.4.4 Eliminate redundant and ineffective service obligations and committees across campus.	Faculty Senate; Staff Senate; Provost's Council Provost; Associate Provost for Academic Affairs Committee on Nominations, Elections, and Committees; Director, Academic Resources and Business Operations; Director of Special Events	10% 2018-19 2019-20	Revisiting existing Sharepoint site for university committees. Task force has not been reestablished in the current academic year. Some efficiencies in nominating and filling committee memberships have been realized. The past task force has not been reestablished in the last year.

STRATEGIC DIRECTION: Employee Excellence			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
GOAL 5.5: Create a campus environment that facilitates a healthy lifestyle for campus constituents and visitors.			
Initiative 5.5.1 Design and offer programming that supports and models a healthy campus, as well as recruits and retains our workforce.	Employee Wellness Team; Associate Vice Chancellor for Human Resources	80% 2018-19	The 2018 UNC Employee Engagement Survey asked employees to rate their overall satisfaction with University sponsored wellness programs. Overall 61% of the WCU workforce reported being "satisfied" or "very satisfied" with current wellness programs. 31.2% were neutral with 7.8% expressing some level of dissatisfaction. As this survey will be re-administered in 2020 and 2022 we can utilize the 2018 results as a baseline for future assessment of University wellness programs. In partnership with our Employee Assistance Program provider (ComPsych), the University provided a series of 8 personal development workshops to faculty and staff (key topics included: "Personal Development – Laughter, Humor and Play to Reduce Stress and Solve Problems"; Behavioral Health and Wellness – Health Food Choices on the Go"; "Healthy Lifestyles: Changing the Way you Think about Diet and Exercise"; "Resilience: The Impact of Attitude on Work and Life"). The Employee Wellness Team offers different events throughout the year for employees, such as, GRIT, Yoga, Zumba, Employee Wellness Bingo Challenge, and many others. In addition, a monthly newsletter is sent employees regarding different wellness topics and resources. A website is maintained promoting both campus and community wellness opportunities. Staff Senate added a wellness initiative this year: Advocate and model the way to build a healthy, positive and thriving WCU campus environment. Empower staff by providing educational opportunities to take ownership for their own wellness. We are meeting the intent of the initiative and will continue to refine our assessment methods.
		2019-20	The UNC Employee Engagement Survey, which employees can rate their overall satisfaction with University wellness programs, was administered January 2020 with results expected in Fall 2020. Future updates will include comparisons between the 2018 and 2020 surveys. In partnership with ComPsych, we provided 5 workshops to employees: Emotional Eating; Hobbies for Mental and Physical Health; Impact of a Difficult Childhood; The Successful Single Parent; and Emotional Intelligence. In March, COVID-19 forced the cancellation of additional programs. ComPsych offered a Coronavirus U.S. Digital Toolkit. Sessions included "Navigating Life at Home; Self-Isolating Together: How to Get Along With Your Partner and Kids During The Pandemic; Being An Effective Manager During The COVID-19 Pandemic; Coping with Uncertainty About the Coronavirus; and Navigating Your Work. Employee Wellness Team offerings included GRIT, Yoga, Zumba, Summer Bingo Challenge and many others. Due to the COVID-19 pandemic, we were unable to offer spring/summer programs. However, all employees, regardless of membership or not, had access to all virtual fitness and wellness programs through Campus Recreation and Wellness.

Strategic Direction 6: Infrastructure Investment

Accomplishment Highlights

- **Electronic forms and workflows** - Several conversions from paper forms and approvals have been completed, including Faculty Overload Request/Approval; Campus Budget Request; Student Change of Major; and Student University Withdrawal.

- **Raiser's Edge NXT software conversion completed** - The conversion to Raiser's Edge NXT fundraising and donor management software has been completed. The conversion has resulted in cost savings in gift processing, donor management, digital file storage, and reporting.

- **Continuity of Operations plans completed** - Emergency Services worked with academic and administrative departments in FY 2019-20 to develop Continuity of Operations Plans (COOPs). This effort resulted in the completion of 65 COOPs.

- **Improvements to student hiring process** - An existing enterprise solution (Talent Management) was utilized to transition the processing of non-work study student employment from the Center for Career and Professional Development to Human Resources. Improvements included moving a paper business process online, and eliminating redundant hiring and onboarding processes.

STRATEGIC DIRECTION: Infrastructure Investment

Initiative	Contributors	Progress		Summary of Results to Date
GOAL 6.1: Implement sustainable funding models to ensure fiscal stability.				
Initiative 6.1.1 Reduce operational dependence on one-time funding for core functions and services.	Executive Council; Vice Chancellor for Administration and Finance	90%	2018-19	For the second year in a row, WCU allocated a portion of enrollment growth funding to fund "internal mandates", a term used to describe initiatives that have arisen that must be implemented, but that have no permanent funding.
			2019-20	No additional progress has been made on this initiative this year. The State legislature and the Governor reached an impasse on incremental budget growth during the 2019 legislative session. The outcome in the 2019 session was that no additional funding was allocated for growth, inflationary increases for faculty and staff salaries and supplies and services, or capital improvements. In the 2020 short session, Enrollment Growth funding was allocated and NC Promise buy-down funds were approved, but only as non-recurring funds.
Initiative 6.1.2 Through process and/or program assessment, identify resources at the department and/or unit level for reallocation and direct such resources to areas with demonstrated/potential growth, capacity for revenue generation, and critical strategic need.	Executive Council; Assistant Vice Chancellor for Institutional Planning and Effectiveness; Director of Special Events	10%	2018-19	Initial conversations resulted in deferred action, until a review and revision of program assessment and review is accomplished in 2019-2020.
			2019-20	Periodic program review continues as an established institutional process. During the current year, after a review of resource allocation to the function of university assessment, an area with critical strategic need, funds were reallocated from the Office of Institutional Planning and Effectiveness to support the university assessment functions.
GOAL 6.2: Refine and implement the comprehensive Campus Master Plan.				
Initiative 6.2.1 Maintain the Campus Master Plan as a guiding document by monitoring implementation and adjusting priorities to changes to ensure its continued relevance.	Provost; Vice Chancellor for Administration and Finance	100%	2018-19	The 2014 Campus Master Plan continues to provide guidance in the physical development of the campus. Projects including Noble Hall (a mixed-use facility), Brown Dining Hall, Allen Residence Hall and Apodaca Science Building have been completed or are in progress as prescribed by the 2014 Master Plan. Other projects, like the Steam Plant and the North Baseball Parking Deck, were well informed by the Master Plan, as it provided the basis for decision making that ultimately lead to a variation from the Master Plan Over the next 2-5 years, it will be desirable to update the plan to consider changes that have occurred in the University's trajectory since 2013.
			2019-20	The 2014 Campus Master Plan continues to provide guidance in the physical development of the campus. Projects including Noble Hall (a mixed-use facility), Brown Dining Hall, Allen Residence Hall and Apodaca Science Building have been completed or are in progress as prescribed by the 2014 Master Plan. Other projects, like the Steam Plant and the North Baseball Parking Deck, were well informed by the Master Plan, as it provided the basis for decision making that ultimately lead to a variation from the Master Plan. Over the next 2-5 years, WCU will update the plan to consider changes that have occurred in the University's trajectory since 2013.

STRATEGIC DIRECTION: Infrastructure Investment

Initiative	Contributors	Progress	Summary of Results to Date
GOAL 6.3: Improve the effectiveness and efficiency of campus business processes to ensure continuous improvement and to realize financial savings.			
Initiative 6.3.1 Review the use of expendables, including printed documentation, and where reasonable, reduce such usage and transition to digital alternatives.	Vice Chancellor for Administration and Finance; Associate Chief Information Officer	33% 2018-19 2019-20	Extra Compensation Request: May 2019, transition to online process. Adjunct Faculty Contracts: Automated creation of contracts; electronic approval and signatures. Adjunct Faculty Reappointment: Effective 1/2019. Process resulted in the elimination of 400 manual entries/year. Adjunct Faculty New Hire: Automation of process from the University Talent Mgt system to Banner HRIS. EPAFs are now pulled into Banner/HRIS Payroll. Remote I-9 Hiring Process Automated. New Employee Onboarding Automated: Completed online Onboarding documents, now transferred to OnBase. New Hire Hiring Proposal Payroll Data: Pulled directly into an online form for monthly processing. Hourly and Student Employment Automated Termination: Automated business process auto terminates students and hourly employee records in Banner/HRIS. Advancement - digital vault (DiVault): created a digital file cabinet to hold constituent info-gift agreements, prospect research, bequest intentions, etc. OnBase electronic storage solution: Scanning required records for record retention. Records uploaded electronically Paper-to-digital workflow conversions: Auto approvals and workflow for-Faculty Overload Request/Approval, Budget Requisitions. Work completed during the prior year: Forms and Workflow: Faculty Overload Request/Approval; Campus Budget Request; Student Change of Major; Student University Withdrawal Onbase digitization/archive: - New capabilities - virtual print driver, Record Retention module - New implementation - Campus Police
Initiative 6.3.2 Conduct business-flow analyses of all key functions and redundant business processes, consolidate and centralize similar operations across campus, leverage existing enterprise solutions (Banner, Blackboard, R25, SharePoint, etc.), and transition to digital alternatives where possible.	Vice Chancellor for Administration and Finance; Assistant Vice Chancellor for Institutional Planning and Effectiveness; Chief Information Officer	75% 2018-19	Centralized University Learning Management System (LMS) Project: Development of the first centralized LMS system to maintain employee training programming, registrations, and records. Registration and course offerings were transitioned to the new LMS in March 2019. Graduate Assistant Hiring Process: The redesign has included the transition from a paper-based process to completely online (University Talent Management system), also eliminating and/or automating several steps in the process. Automation of Summer School EPAF process: This redesigned process will result in the elimination of approximately 300 paper, manually keyed Summer Personnel Action forms per year reducing the change of error and allowing for the realignment of resources. Raiser's Edge: This conversion will allow the division and the university to realize cost savings in the areas of gift processing, donor management, digital file storage, reporting, and recurring HR expenditures. This also allow for easier export/import functionality. Academic Engagement and IT Governance The focus will be on existing processes. Due to increased pop, changes in tech, and/or mods in workflows, may no longer be optimized.

STRATEGIC DIRECTION: Infrastructure Investment			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
		2019-20	Raiser's Edge NXT conversion: Resulted in cost savings in gift processing, donor management, digital file storage, and reporting. Also automated the financial interface between Banner and Raiser's Edge.
			Six sigma analyses: 1. fixed asset process 2. general IT processes (phone directory, desktop data backup, extranet lockouts, and guest accounts). Both spawned projects for FY21.
			Electronic Signatures: An electronic signature university policy was developed and approved. A project has been launched to research and select an e-signature platform and complete two process implementations.
			Annual Budget Request Process: Requests are made through a newly-redesigned SharePoint form. All stages of the process, from initial entry to prioritization at each level, through funding and outcome reporting, are now centralized in the SharePoint environment.
Initiative 6.3.3 Through an ongoing process of assessment and periodic administrative unit reviews, improve the effectiveness and efficiency of operations while delivering excellent service experiences.	Vice Chancellor for Administration and Finance; Assistant Vice Chancellor for Institutional Planning and Effectiveness; Executive Council	33% 2018-19 2019-20	Unit reviews accomplished during 2018-19 include: Instructional Technology and Desktop Services Department (March 2018); Undergraduate Admissions (June 2018); Student Transitions (October 2018); Writing and Learning Commons (October 2018); Mentoring and Persisting to Success (November 2018); External Relations (December 2018); Human Resources Shared Service Center Partnership (February 2019); Inter-Cultural Affairs (March 2019); Greek Student Engagement and Development (April 2019); Residential Living (April 2019). For the 2019-20 academic year, there were eleven program reviews scheduled - five administrative and six academic programs. Of those eleven, seven reviews were completed, with the remaining postponed to Fall 2020 due to the Coronavirus pandemic. Administrative Program Reviews in Fall 2019: Center for Community Engagement and Service Learning; Center for RAPID Product Realization; Coulter Faculty Commons; Office of Institutional Planning and Effectiveness Academic Program Review in Spring 2020: CEAP - Higher Education Student Affairs, M.Ed.; CEAP - Human Resources, M.S.; CHHS - Health Sciences, M.H.S. The following areas have reported Administrative Unit Reviews: Purchasing and Accounts Payable January 2020

STRATEGIC DIRECTION: Infrastructure Investment			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
GOAL 6.4: Sustain and increase information technology capabilities and capacity required to meet University goals and needs.			
Initiative 6.4.1 Establish and systematize a sustainable funding model for information technology that accomodates operational support, replacement and upgrades, University growth, and strategic initiatives.	Chief Information Officer; IT Manager; Vice Chancellor for Administration and Finance	65% 2018-19 2019-20	Learning Spaces. Received $50,000 in recurring funds, reducing funding level deficit by 25%. New learning space standards were approved that should yield more cost effective maintenance, consistency, refresh, and support costs. Required mandates and contractual cost increases. For the second year in a row, WCU allocated a portion of enrollment growth funding to fund "internal mandates", a term used to describe initiatives that have arisen that must be implemented, but that have no permanent funding. Also, for the second year in a row, WCU allocated a portion of enrollment growth funding to fund inflationary increases in supplies and services. PawPrint. Tiered pricing model has resulted in at least break-even revenue stream and appears to be sustainable. New PawPrint contract being implemented spring 2019 with current model at this point forecasting continued sustainability. Required mandates and contractual cost increases. Progress was not continued this year toward funding "internal mandates", a term used to describe initiatives that have arisen that must be implemented, but that have no permanent funding. The State of North Carolina did not appropriate any new funds for growth (previously the source for this initiative) due to a budget impasse between the legislature and the Governor. The same issue prevented further progress toward funding inflationary increases in supplies and services. Learning Spaces. Additional funding was not received to reduce the funding level deficit. Additional new learning space standards were proposed to the Academic Space Advisory Board for the Collaborative and Slim Lecture standards. These have not yet been taken up by ASAB. PawPrint. New PawPrint contract and printer fleet implemented spring 2019. Financial model achieved stability pre-COVID. Print volume dropped precipitously when spring semester moved online and most of administration moved to remote work arrangements.
Initiative 6.4.2 Ensure accommodation of mandatory and anticipated information technology needs, including both human resources and technologies through annual capacity planning, management, and implementation processes. Incorporate a review of current technologies, evaluating any redundant, obsolete, or underused products into this planning process.	Chief Information Officer; Associate Chief Information Officer; Director, Academic Engagement & IT Governance; IT Manager - Networking; Director, Instructional Technologies; Director, IT Chief Technology and Security	82% 2018-19	Learning Spaces. New learning space standards approved for Lecture spaces. Collaboration standard in process. Simpler, true standards without customizations. Should yield more cost effective maintenance, consistency, refresh, and support costs. Instituting a specific versioning approach. Continuing to address funding deficit. Networking. Fully implemented capacity planning approach. Security. Analysis has demonstrated the need for 1) moving the IT Security Office to an IT Director level and 2) establishing an Operational Security Analyst position. Both being implemented. Data Center. On-going process indicated the backup environment was reaching end-of-life. Funding was allocated and environment refresh project is in process. Capacity and funding process functioned as designed. Vendor Management. Implemented defined processes for software adoption and contract review. Client and Endpoint Technology. Expanded VCAT environment to accommodate additional programs, added Vault student storage. Increased reliability/scalability through re-architecture. Continue to enhance staff training and focus on endpoint device management, including management tools.

STRATEGIC DIRECTION: Infrastructure Investment			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
		2019-20	Learning Spaces: Two new learning space standards proposed to the Academic Space Advisory Board; Collaborative and Slim Lecture standards. Not yet taken up by ASAB. Core classroom system upgrades largely complete. IT Security: IT Security Office and Cybersecurity Analyst now in place. System to aid monitoring and detection put into production with one-time funding. Applications: Began migration to fully implement Banner 9 Self Service. Implemented several power-user level form development tools; decreased time to develop, reduced customizations, and lowered support costs. Initiated IT-wide cloud strategy team to identify workloads that can be moved to the cloud. Client and Endpoint Technology: VCAT proved to be an exceptional capability during COVID; refreshed infrastructure. Endpoint Management engaged with professional services to prepare for capability improvements. Completed asset management services changes to improve efficiency and data logging. Vendor Management: Implemented new "Click-Wrap" process (software with non-formal contracts) using assessed risk. Implemented IT Contract repository using currently available university system and dashboard reporting.
GOAL 6.5: Maintain and improve systems, capabilities, and infrastructure in support of the University's strategic priorities.			
Initiative 6.5.1 Develop and maintain University all-hazards prevention, mitigation, preparedness, response, and recovery efforts through comprehensive emergency and disaster planning, training, and exercise programs.	Director of Emergency Services; Director of Special Events	90% 2018-19 2019-20	This is an ongoing initiative. All Building Coordinators coordinated annual training with staff and faculty occupants of each University building. In many cases, this was facilitated by Emergency Services, and included scenario-based discussions relating to building-specific needs. Campus Safety Training was delivered multiple times in conjunction with University Police and Student Affairs for all new WCU staff and faculty. The Campus All-Hazards Emergency Operations Plan was reviewed and updates to the University's Lines of Succession were made to be consistent with University Operations. Efforts were begun on updating existing Continuity of Operations Plans, and developing new Continuity of Operations Plans as needed. This effort is ongoing, and inclusive of all University academic and administrative departments. LiveSafe, a mobile campus safety app was implemented in August 2018 and has been well received by campus members. This is an ongoing goal. Emergency Services held a campus-wide tabletop exercise with campus leadership and departments in December 2019. Six other mini-tabletops were conducted with department heads and building coordinators to ensure familiarity of staff with their Building Emergency Action Plans. Emergency Services worked with academic and administrative departments in FY 19-20 to develop Continuity of Operations Plans. This effort resulted in the completion of 65 COOPs. A few COOPs still need to be completed due to leadership changes and other external factors. These are expected to be completed in FY 20-21. Extensive planning and coordination occurred in Spring and Summer 2020 (and will continue) related to COVID-19 and University Operations. This resulted in the formation of over 20 different working groups to cover the different planning aspects for WCU related to COVID-19 in preparation for staff returning to work and for students returning in Fall 2020.

STRATEGIC DIRECTION: Infrastructure Investment				
	Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
	Initiative 6.5.2 Implement efficient and sustainable funding models to develop the systematic maintenance, assessment, repair, and enhancement of all safety technologies in support of campus safety.	Vice Chancellor for Administration and Finance; Chief Information Officer; Director of Emergency Services; Chief of Police; Director of Environmental Health and Safety; IT Manager - Networking	91% 2018-19 2019-20	The Department of Emergency Services has maintenance contracts for the campus two-way radio system, blue phones, and closed-circuit TV system. Contracts are reviewed annually for added efficiencies (costs of the contract vs. service needed and delivered). The contract for camera system maintenance has been negotiated down in the last two years. The ability to decrease contract costs is due to the establishment of a camera maintenance program. This ensures PMs are taking place and issues are dealt with beforehand, which is less expensive than dealing with camera system failures. A maintenance program has also been developed for the two-way radio system and emergency blue phones. Like the camera system, this allows for most problems to be identified and dealt with before mass failure of the system. Identification and remedying of potential issues before they occur decreases downtime of the public-safety systems and increased cost due to having to expedite repairs. Both maintenance programs are conducted in partnership with Emergency Services, Facilities Management, Information Technologies, and University Police to ensure that needs are met, and infrastructure is available for public safety needs. During FY 19-20, funding models for public safety technology repairs, assessment, and maintenance have been maintained at an efficient level. All public safety technologies have been maintained using the previously established funding models which were modeled and made efficient. These technologies include the CCTV camera system, blue emergency notification phone, emergency notification systems, the two-way radio system, and the emergency communications center technologies. This is an ongoing initiative.

Strategic Direction 7: Vision Advancement

Accomplishment Highlights

- **Chancellor's Welcome Tour** - The Chancellors Welcome Tour introducing Chancellor Brown to the Catamount family spanned six months, and twenty-one stops, across the state, and beyond. Nearly 2,500 WCU alumni participated.

- **Alumni engagement virtual activities** - Social distancing brought on by COVID-19 crisis resulted in expanded online engagement with alumni including: Catamount Coloring Contest, 20 Alumni Club Zoom Socials,Cullowhee Connection e-newsletter, Alumni and Friends Virtual Book Club, and Western Wednesday Monthly Zoom Sessions.

- **Final steam plant funding received** - WCU received the second and final $16.5 million installment to fund replacement of Western Carolina University's decades-old steam plant. As part of the 2017 budget bill, legislators appropriated $750,000 for WCU to begin planning and design of a replacement for the steam plant, with an initial installment of $16.5 million included in the state budget approved in 2018.

- **Continued scholarship fundraising -** Fundraising continued to focus on student scholarship support in Fiscal Year 2020 (FY20). The WCU Foundation received $11,470,841 in new gifts and pledges in FY20. Scholarship support totaled $6,295,022 of the $11.4M raised, which includes both endowed scholarships ($5,767,021) and annual/immediate award scholarships ($528,000). This equates to 55% of all FY20 fundraising going towards our continued priority of scholarships.

STRATEGIC DIRECTION: Vision Advancement			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
GOAL 7.1: Promote the institutional vision of quality and excellence in academic and administrative programs and activities.			
Initiative 7.1.1 Regularly review and enhance messages for new faculty, staff, and students to ensure early introduction to and understanding of, the University's strategic vision, history, and culture.	Vice Chancellor for Student Affairs; Associate Provost for Academic Affairs; Director of Orientation Programs; Associate Vice Chancellor for Human Resources; Director of Cherokee Center; Assistant Vice Chancellor for Undergraduate Enrollment; Director of Orientation Programs; Associate Vice Chancellor for Student Affairs/Dean of Students	90% 2018-19 2019-20	Building support and understanding for WCU's strategic vision through orientation experiences for new members of the WCU campus community was in the original Vision 2020 Strategic Plan (Initiative 6.1.1). Multiple offices share this responsibility. Working with hiring departments, Human Resources assists with messaging for new staff. The Provost Office coordinates on-boarding new faculty. Graduate students are oriented by the Graduate School, Biltmore Park Leadership, and by leaders of campus services regarding online learning software, student support services, library resources, etc. In addition, graduate program faculty orient new graduate students specific to the enrolling academic programs. New Student Orientation plans the comprehensive on-boarding for new freshmen and transfer students. In each case, introductory messaging is reviewed and updated annually as part of the enrollment and hiring cycles. For example, last year new information was included in undergraduate admission and orientation events to reflect the new 2020 2.0 Strategic Direction on Inclusive Excellence and to include more information on WCU's connection to the Cherokee people and the history of Cullowhee. Building support and understanding for WCU's strategic vision through orientation experiences for new members of the WCU campus community was in the original Vision 2020 Strategic Plan (Initiative 6.1.1). Working with hiring departments, Human Resources assists with messaging for new staff. The Provost Office coordinates on-boarding new faculty. Graduate students are oriented by the Graduate School, Biltmore Park Leadership, graduate program faculty, and by various service units. New Student Orientation plans the comprehensive on-boarding for new freshmen and transfer students. In each case, messaging is reviewed and updated annually. For example, the FYE Transition course for new students enhanced introduction to university resources such as The Student Community Creed, Mountain Heritage Center, and Bardo Arts Center, aimed to help new students understand WCU culture and community. In addition to the regular review cycle, this year, these on-boarding functions were significantly impacted by the COVID-19 pandemic. New student experiences for the summer of 2020 were shifted to on-line modalities. New faculty and staff have also been on-boarded with on-line experiences.
Initiative 7.1.2 Ensure consistency among vision messages from all internal sources to include reinforcement of WCU's role as a regional institution through its involvement in the NC Promise tuition plan and emphasis of UNC approved institutional areas of distinction.	Chief of Staff; Chief Marketing Officer; Chief Communications Officer	100% 2018-19	As NC Promise and the institutional areas of distinction are new this year, we have done several things to support each. NC Promise messaging was included in all accepted student materials and held a live Q&A section with accepted students. NC Promise was marketed to distance students and updated language about cost was updated across the website to ensure prospective students and parents had the information they needed about the program. In addition, WCU partnered with the UNC System on a press conference about NC Promise this past October. The event featured students telling their stories about the impact of the program. Content was updated in the Academic sections of the website to reflect WCU's institutional areas of distinction. Areas of distinction were included in content published on social media and the university home page. While strong progress has been made, additional work is needed to educate students about both NC Promise and the areas of distinction.

STRATEGIC DIRECTION: Vision Advancement			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
		2019-20	University Communications and Marketing partners with Admissions and our campus community to ensure our focus on NC Promise and academic excellence is used as a prominent marketing too across all channels. Strategy and consistent messaging is created during our annual marketing & communication process and includes visuals and content that highlight our commitment to providing students the opportunity for a quality and affordable education. Messaging platforms and mediums include paid and unpaid media, search, public relations, digital content and stories, web and social media efforts as well as building relationships with key partners in the region to promote Western's message. We also support our campus partners in their efforts by sharing strategies, design and marketing services to bring WCU's strength as an affordable, comprehensive regional institution to life.
GOAL 7.2: Facilitate a shared understanding of the institution's strategic vision among the University's external communities.			
Initiative 7.2.1 Increase the number of WCU alumni and friends participating in regional and statewide engagement opportunities, and University activities through their service on volunteer boards and interaction with students.	Vice Chancellor for Advancement; Director of Alumni Engagement; Executive Director of Advancement Services; Assistant Vice Chancellor for Development	90% 2018-19	(1) Increased engagement opportunities for our African American alumni base with the establishment of the WCU African American Alumni Society (WCUAAAS). (2) Increased student engagement with the creation of the WCU Student Alumni Association (WCUSAA). The WCUSAA is being mentored by the WCU Alumni Association Board of Directors. (3)In collaboration with the Center for Career and Professional Development, increased student engagement through offering educational/informational sessions regarding the Alumni/Student Job Shadowing Program. (4) Enhance engagement with both students and young alumni with the recent addition of a Student Engagement and Young Alumni Coordinator position within the Office of Alumni Engagement. (5) Increase regional engagement with the introduction of WCU Today. This biannual event is held at Biltmore Park and serves to bring WCU alumni and friends up to date on the university's academic programs, achievements, and student life. (6)Another area of emphasis is increased alumni social media engagement. In collaboration with university marketing, the WCU Alumni Association Facebook site continues to out-perform many of our UNC system sister institutions. WCU ranks #1 in regards to the percentage of engagements (15%) based on the number of followers. (7)The Office of Alumni Engagement offered seventy-one alumni events, activities, and initiatives during the 2018-2019 fiscal year—an increase of 22% over 2017-2018.
		2019-20	1) Increased regional, state, and national alumni engagement through the Chancellors Welcome Tour introducing Chancellor Brown to the Catamount family. Nearly 2,500 alumni were part of this 6 month 21 stop tour. 2) Increased engagement with our African American alumni base with 5 additional homecoming activities.3)Increased student engagement through the formal recognition of the Student Alumni Association as an official student organization and mentoring by the Alumni Board of Directors.4) Increased engagement with alumni & board leadership through their participation in the alumni engagement program assessment reviewing alumni programming & outreach,organizational structure, staffing, budget,and board leadership . 5) Social distancing brought on by COVID-19 crisis resulted in expanded online engagement with alumni including: Catamount Coloring Contest, 20 Alumni Club Zoom Socials,Cullowhee Connection e-newsletter, Alumni and Friends Virtual Book Club, and Western Wednesday Monthly Zoom Sessions.6) The Office of Alumni Engagement offered 87 alumni events,activities, and initiatives during the 2019-2020 fiscal year (60 in person & 27 virtual)--an increase of 23% over 2018-2019.

STRATEGIC DIRECTION: Vision Advancement			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
Initiative 7.2.2 Implement a process to review periodically the University brand and tailor the marketing message accordingly.	Chief of Staff; Chief Marketing Officer; Chief Communications Officer	100% 2018-19 2019-20	This past year, we used the results of a freshman survey and campus interviews to update the university marketing campaign based on research findings. This is part of the process developed to review marketing messages every two years and brand collateral every five years. We launched our newest marketing campaign in August of 2018 and plan to continue it through August 2020. During the annual marketing & communication planning, we assess and make updates to our brand image and messaging based on the institutional goals and priorities outlined for the year. Campaigns are then designed to support those goals while remaining consistent with our brand identity and strategy. On a case by case basis we will make adjustments to the brand elements in our portfolio and typically do a full review every 4-5 years. During that process, key members from various departments are invited to discuss possible adjustments to brand visuals.
GOAL 7.3: Maximize and target a balanced and diverse mix of financial resources that will enable achievement of the University's strategic vision.			
Initiative 7.3.1 Explore innovative possibilities for revenue generation such as summer revenue opportunities, the initiation of certificate/executive programs, and cooperative education opportunities to reduce dependency on state funding and tuition and fee increases.	Provost; Vice Chancellor for Administration and Finance; Assistant Vice Chancellor for Student Success; Executive Director of Educational Outreach; Executive Director of Biltmore Park	14% 2018-19 2019-20	Limited progress to report on this initiative, with new or pending leadership in the College of Business, Health and Human Sciences, and Educational Outreach, and transitional leadership in place at the Provost's level. WCU is exploring options around summer given the Board of Governors' and UNC System Office directives. Educational Outreach has increased targets and achievements in this area. Community and Economic Engagement and Innovation is engaged with local entities regarding a WNC Education Consortium that would facilitate this initiative. Work on this initiative has been delayed due to the leadership transitions in Educational Outreach and in the Office of the Provost. We recently hired Dr. Carolyn Callaghan as the new Executive Director of Educational Outreach. Part of her charge will include will be to pursue a plan to address this strategic initiative. She is currently doing an assessment of ongoing programs and existing partnerships, and she is meeting with community partners in the westerns counties and in Asheville to develop a list of work force and professional development needs. Given the realities of COVID-19, summer school was successful as a fully on-line enterprise. Enrollments versus 2019 were relatively flat. The loss of face-to-face courses, especially those with regional or fieldwork components, was a curricular loss but did not delay student progress toward graduation. Once we complete summer school, we will be scenario planning for Summer 2021 with on-line, hybrid, and face-to-face contingencies.
Initiative 7.3.2 Implement a comprehensive plan to increase significantly advocacy efforts among elected officials on behalf of University and system priorities, such as the NC Promise tuition plan, and adjustments to the enrollment funding model, and adjust this plan as necessary because of shifts in the external or political landscapes.	Chief of Staff; Director of External Relations	50% 2018-19	The Director of External Relations has worked with key partners on campus to continue to plan and implement advocacy efforts related to WCU's legislative agenda items including those specifically mentioned in 7.3.2. The Director has worked with the Interim Chancellor, Chief of Staff, Vice Chancellor for Administration and Business Affairs and others to make significant progress on these areas.

STRATEGIC DIRECTION: Vision Advancement			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
		2019-20	Progress continues to be made on Strategic Initiative 7.3.2. Although a budget was not passed for FY 2019-21, we were able to secure one-time funding for NC Promise, enrollment growth funding, and repair and renovation. Most significantly, we received the last installment of funding for the Steam Plant in the midst of statewide budgetary challenges. Even with a substantial budget deficit foreseen for the coming year, we will advocate for conversion of NC Promise and enrollment growth funds to recurring. Changes to the political landscape due to the 2020 elections will be taken into consideration.
Initiative 7.3.3 Engage in a comprehensive campaign focused on endowed scholarships, increasing the baseline of philanthropic support.	Chancellor; Vice Chancellor for Advancement; Assistant Vice Chancellor for Development; Executive Director of Advancement Services	100% 2018-19	In January 2018, the Campaign Steering Committee voted to increase the original $50 million campaign to $60 million while reducing the campaign timeline by two years. During fiscal year 2017-18 we recorded the largest gift in the institution's history documenting a $5 million estate gift that will one day name the School of Teaching and Learning in memory of Leone Hughes Ray '41. We also more than doubled total year giving year-over-year documenting more than $21.5 million in gifts and pledges of which $9.5 million were designated to existing or new scholarships. Based on the successful conclusion of the $60 million Lead The Way: A Campaign Inspired By the Belcher Years, two campaign celebration events are in the planning stage. The May 2, 2019 celebration is designed to include and thank the campus community and beyond. At this event the final campaign total will be revealed. The second celebration on June 8, 2019 is intended to recognize and thank the major campaign donors and university stakeholders during an evening celebration at the University Center. A full campaign report will be made available to the campus community following the close of fiscal year 2018-19.
		2019-20	While the Lead the Way Campaign concluded on April 15, 2019 and was celebrated throughout the rest of calendar year 2019 with events and a final campaign report, fundraising continued to focus on student scholarship support in Fiscal Year 2020 (FY20). The WCU Foundation received $11,470,841 in new gifts and pledges in FY20, and the majority of those funds were received in cash ($8.9M of the $11.4M were cash gifts and private grants). Scholarship support totaled $6,295,022 of the $11.4M raised, which includes both endowed scholarships ($5,767,021) and annual/immediate award scholarships ($528,000). This equates to 55% of all FY20 fundraising going towards our continued priority of scholarships.
Initiative 7.3.4 Increase the number and value of sponsored research proposals while increasing research support and productivity.	Provost; Dean of Graduate School and Research; Director of Sponsored Research	65% 2018-19	Total Sponsored Research awards for the 2017-2018 fiscal year were $5.1 million, an 11% increase over 2016-2017. This included an increase in the number of awards from 56 to 76 and an increase in the number of proposals from 82 to 92. For the 2018-2019 fiscal year, award dollars have increased from $2,918,455 to $3,294,774 point in time as of March 2019 compared to March 2018 (a 12.9% increase), while the number of awards is unchanged at 57, point in time during the same time period. Proposal submission dollars have decreased from $10,545,025 to $7,964,823 point in time as of March 2019 compared to March 2018 (a 24.5% decrease), while the number of submitted proposals has decreased from 69 to 68 point in time during the same time period (a 1.4% decrease). In addition, the Provost Internal Grants Program has funded 7 of 14 faculty proposals in 2017-2018 with a budget range from $10,000 to $15,000. The goal of these projects is to initiate research leading to future submission of externally funded proposals.

STRATEGIC DIRECTION: Vision Advancement			
Initiative	**Contributors**	**Progress**	**Summary of Results to Date**
		2019-20	Total Sponsored Research Awards for FY 2020 (2019-2020 academic year) were $6.2 million, a 12% increase over FY 2019. The number of awards decreased from 84 to 70 and the number of submitted proposals decreased from 94 to 89 when comparing FY 2020 to FY 2019. Proposal submission dollars have increased to $20,020,279 from $12,931,735 when comparing FY 2020 to FY 2019, a 55% increase. In addition, the Office of Research Administration funded 17 Provost Scholarship Development Internal Grants for a total of $170,737. The goal of these projects is to initiate research leading to future submission of externally funded proposals.